Regional Support Centre Summer Conference

The Exchange, Bridgewater
Thursday 19th June, 2008

Richard Millwood
Core Education UK & University of Bolton

Can we improve the future with lessons from our past?

National Archive of Educational Computing

Institute for Educational Cybernetics

Core UK

University of Bolton

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Richard Millwood is founder and director of Core UK, a not-for-profit team devoted to innovation in learning and technology, across all phases and sectors in education and Reader in Distributed Learning in the Insitute for Educational Cybernetics, University of Bolton.

Current research, consultancy and development contracts are with the UK Improvement & Development Agency, UNESCO, the UK Qualifications and Curriculum Authority and BECTa. Core UK is associated with Core NZ, based in Christchurch New Zealand. Richard is also establishing the National Archive of Educational Computing.

Richard co-developed the structure and ethos of Ultralab - one of the most successful innovation centres in learning and technology throughout the world, managing the research and

"People today have a dizzying feeling of being torn between a globalization whose manifestations they can see and sometimes have to endure, and their search for **roots**, **reference points** and a sense of **belonging**."

- Jacques Delors 1996

"My roots are **England**,
my reference point is **the Moon**,
and my sense of belonging is
to join the **global society** of
humankind.

And I am a rank beginner."

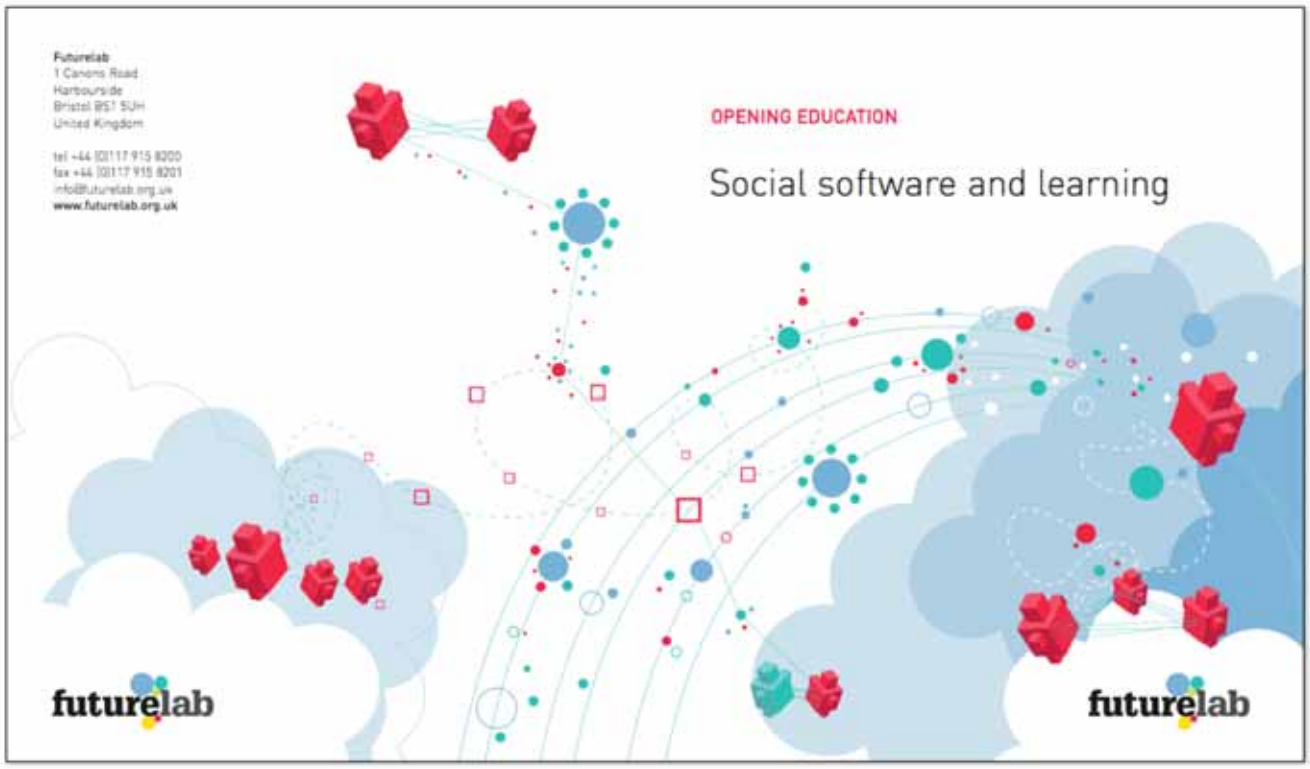
- Richard Millwood 2008

Orientation - no longer centred on the UK and nationalistic competition, belonging is now about making the globe work - all nations, all peoples. The view of the earth from the moon clarified that concept and the attack on the World Trade Center showed the failure to achieve it.

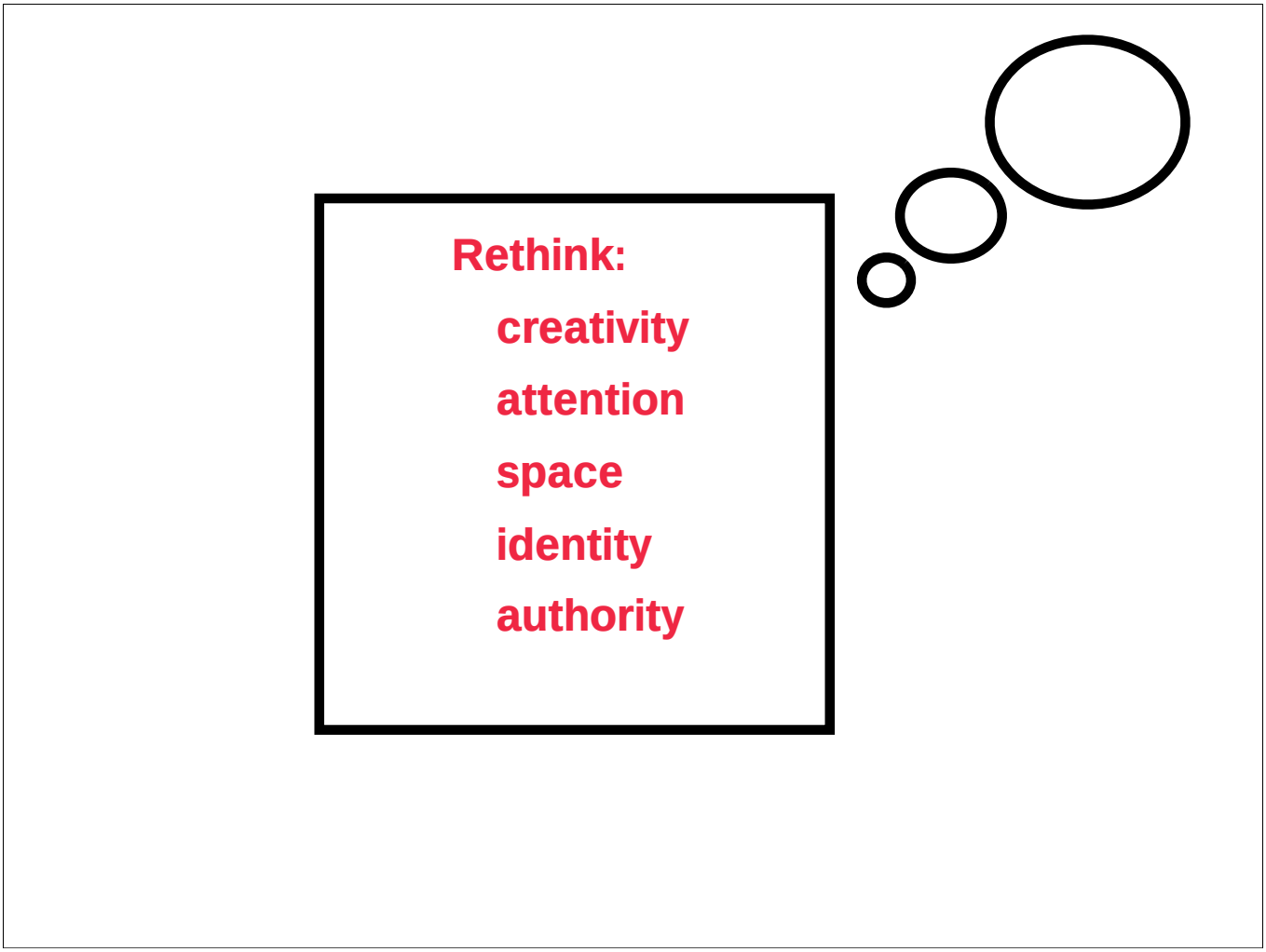
So what about Web 2.0 and social networks - what do they mean? They clearly are ‘dangerous’ as these quotations about the reaction to the use of FaceBook shows.

Recommended Reading:

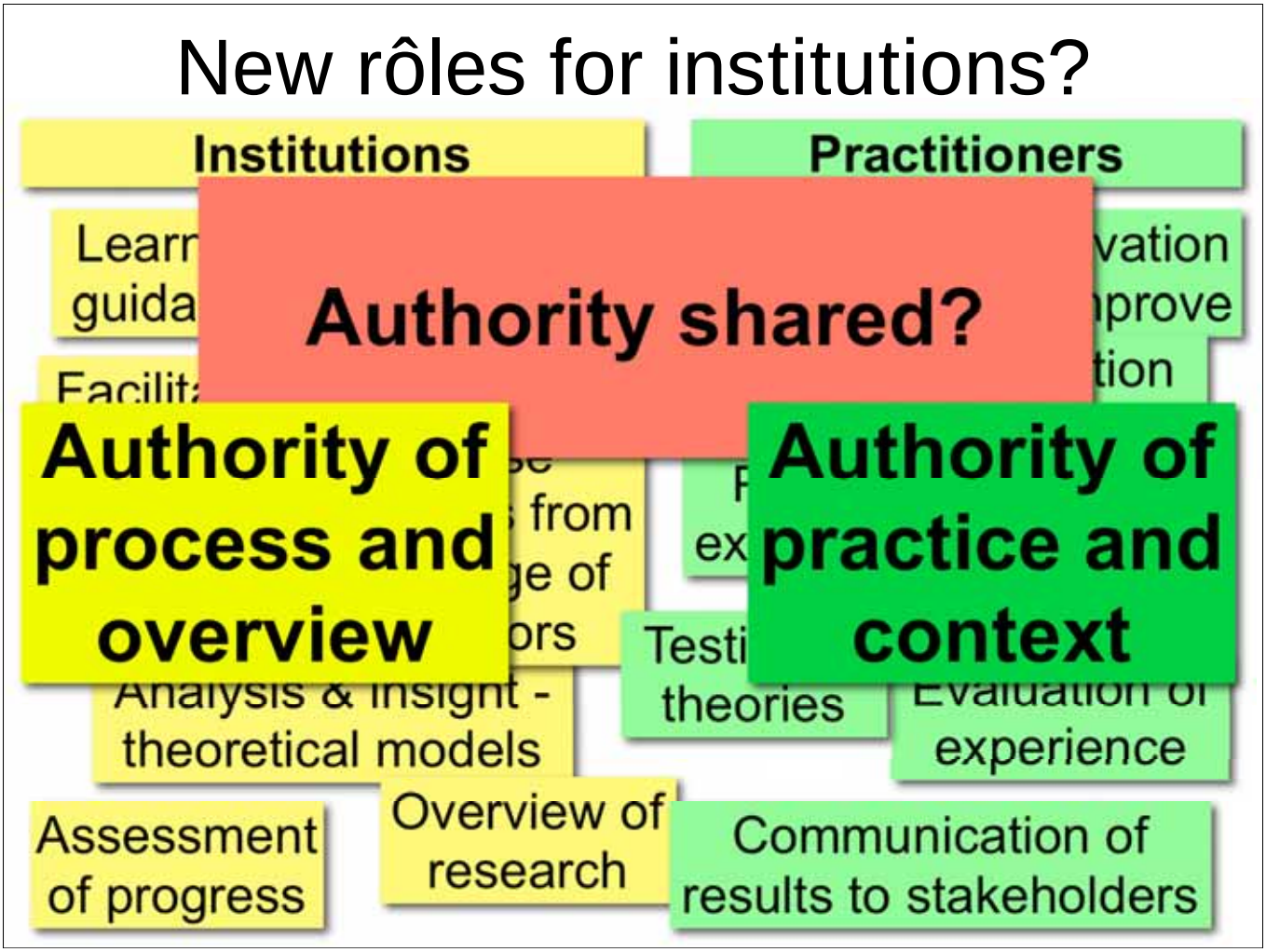
Owers, Grant Facer & Sayers (2006)
www.futurelab.org.uk/research



Social software appears to enable two important functions - Creating information collectively and managing interpersonal relationships.



The explosion of information and interpersonal relationships that Web 2.0 and social software enables demands that we think ‘outside the box’ about these five issues - creativity, attention, space, identity and authority.



It is important to identify the rôle of the institution when the focus is on the student researcher and on their workplace.

In our view, although there are authoritative strengths in both university and workplace, this is a case of sharing authority, blurring the boundaries and extending the university into the workplace.

"The term 'social software', which is now used to define software that supports group interaction, has only become relatively popular within the last two or more years. However, the core ideas of social software itself enjoy a much longer history, running back to Vannevar Bush's ideas about 'memex' in 1945, and traveling through terms such as Augmentation, Groupware, and CSCW in the 1960s, 70s, 80s, and 90s."

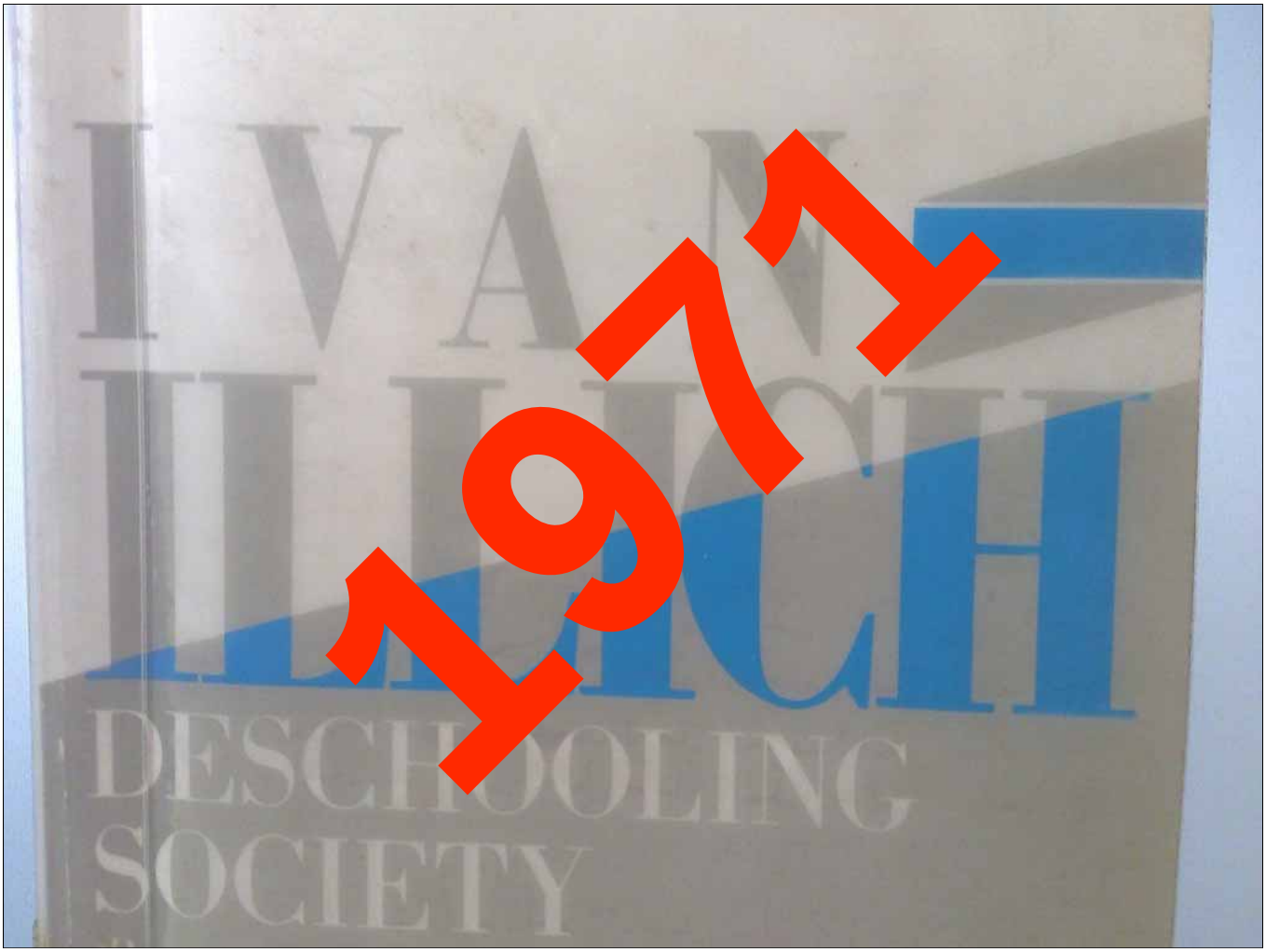
(Christopher Allen, 2004
http://www.lifewithalacrity.com/2004/10/tracing_the_evo.html)

Ben 12 England

"Education is the same as it was fifty years ago, still using text books and writing and listening to teachers. And the answer to that is to use computers. But, if you use computers too much, how will you still keep social interaction which is a vital part of learning in all the students' lives?"

We've been doing this a long time

Thatcher and Muldoon meeting, also the year the Apple II arrived


IVAN
ILLICH
DESCHOOLING
SOCIETY
1971

"The aim of the Programme is to help schools to prepare children for life in a society in which devices and systems based on microelectronics are commonplace and pervasive. These technologies are likely to alter the relationships between one individual and another and between individuals and their work; and people will need to be aware that the speed of change is accelerating and that their future careers may well include many retraining stages as they adjust to new technological developments."

Microelectronics Education Programme - The Strategy

Richard Fothergill
Director, MEP
April 1981

Martyn 17 The Netherlands

"I saw a small classroom with sixty students in it and they were sharing books. How can we improve their resources in the future?"

Jason 15 The Netherlands

"Why can't I learn English from an English teacher out of England? And Maths from a Maths teacher out of England? Why does it has to be someone from your own country?"

Joshua 14 The Netherlands

"I like Instant Messenger, YouTube and MySpace - how can I use them for my education?"

Perspectives

Technology & Environment

Regional & Global

Organisational & Social

Individual & Interpersonal

networking

Moore's law

information processing

Technology & Environment

cost

multimedia & multimodal

www

communication

digital divide

buildings

classrooms

mobility

(Perspective of content, technologies, tools and infrastructure)

World peace

Cultural enrichment

Wealth generation

Citizens

Regional & Global

BUT
based on what's actually tested in examinations, society appears to need people who:

Work alone

Use memory, don't search

Only write, with pen on paper

Sit, still, in silence

Forget!

Extract from Saturday Night Live's Father Guido Sarducci played by Don Novello in 'Gilda Live!' (1980) Warner Studios.

(Perspective of the government)

Simon 15 England

"I find very much that our education is based around assessment and therefore we are given what is required to pass these exams at the highest possible ability. We might even be given the syllabus of what is expected. Therefore, Would it not be better to be given a greater depth of knowledge and a more true knowledge than just given what is required to do well in exams?"

Sustaining the business

Maintaining quality & standards

Defining the curriculum

Transforming organisational culture

Developing the staff

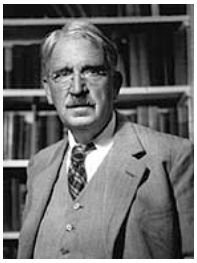
Relating to government, private and public sector

Balancing pure & applied, discipline & vocation

Organisational & Social

Meeting the needs of new millennium learners

(Perspective of the leader of business, institution or community)

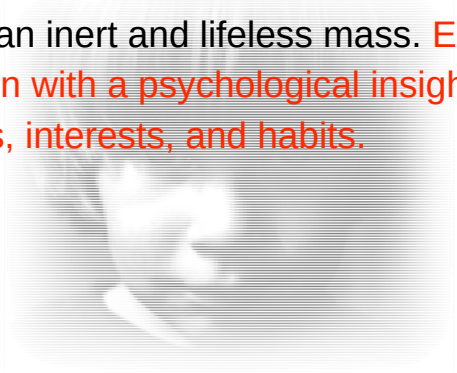


John Dewey
from ‘My Pedagogic Creed’
School Journal
vol. 54, pp. 77-80
(January 1897)

"In sum, I believe that the individual who is to be educated is a social individual and that society is an organic union of individuals.

If we eliminate the social factor from the child we are left only with an abstraction;

if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits.



Individual & Interpersonal

(Perspective of the lifelong learner)

Aged 15 The Netherlands

"How will I be able to learn in my way, and my friends to learn in other ways? We like to learn in different ways, how are you going to solve that problem?"

Renee 15 The Netherlands

"When I'm studying on my own, how do I get help? If the expert is in another country how can I reach him? And how do I know If I'm doing well?

skills
creativity
inquiry
pedagogy
technology tools
mental-models
facts
memory
intelligences
bio-technology

3 Process

teachers
parents
peers
stakeholders
costs & finance

4 Community

buildings & equipment
internet
mobility
timetable
lifelong
access

5 Environment

authority
multimodality
user-generated
intellectual-property
universality
global-local
language & culture

6 Source

Who can help me, and I them?

Where and when?

What resources can help?

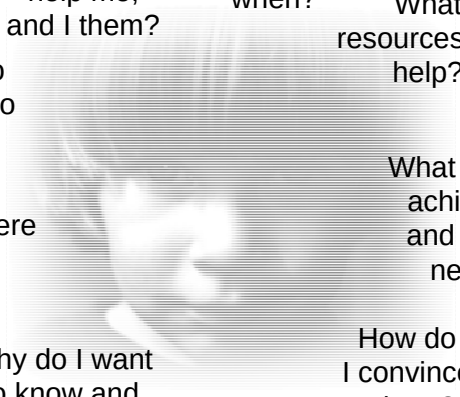
How do I come to know?

What have I achieved and what next?

What is there to be known?

How do I convince others?

Why do I want to know and share?



Individual & Interpersonal

culture
tradition
discipline
ethnicity
society
literacy

2 Importance

communication
judgement
planning
progression
continuity
testing
specialisation

7 Assessment

1 Motivation

fulfilment
enjoyment
relevance
curiosity
economics
expectation

8 Recognition

reward
accreditation
standards
qualification
portfolio
employment
portability

responsibilities **rights**

Perspectives

<hindsight >insight< foresight>

1980

Technology & Environment

Regional & Global

Organisational & Social

Individual & Interpersonal

2030

?

responsibilities **rights**

Thinking a thought in response to listening, watching or reading

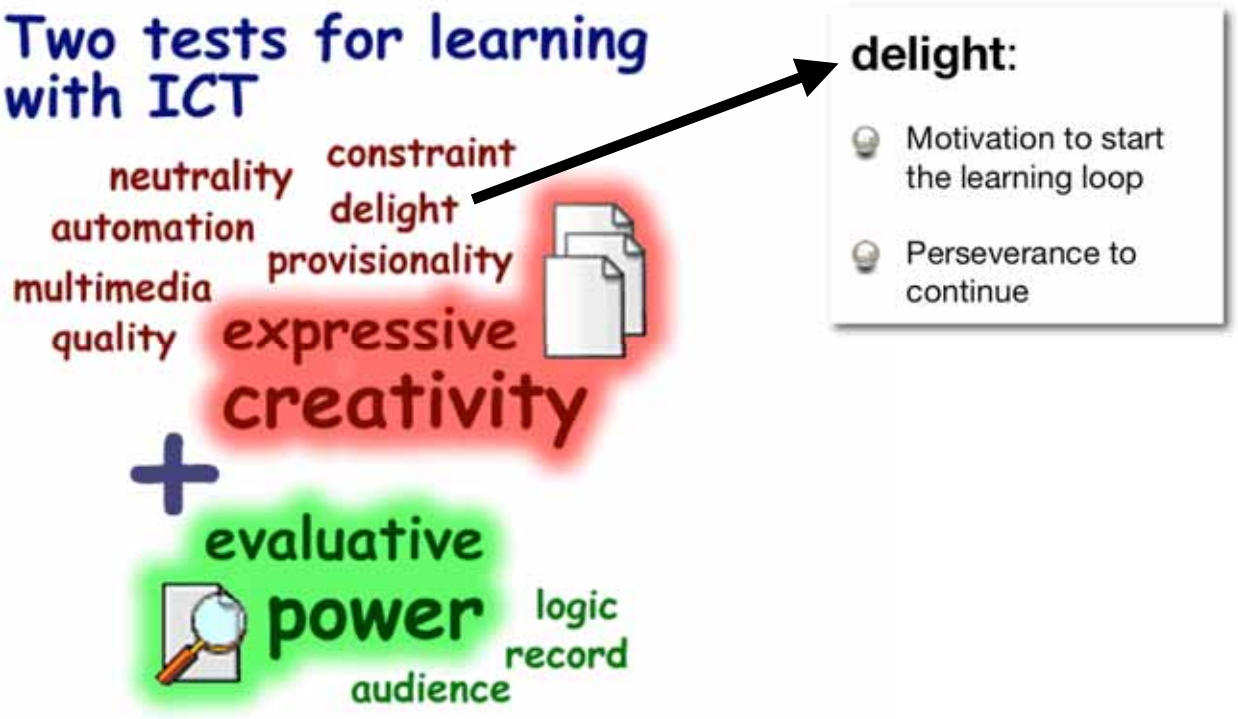
Speaking, playing, performing or doing

Writing, drawing, proving, planning or computing

Does it make sense to me?

Do other people understand me?

Does the computer do what I expected?


Two tests for learning with ICT
neutrality
automation
multimedia
quality
constraint
delight
provisionality
expressive
creativity
+
evaluative
power
logic
record
audience
delight:
Motivation to start the learning loop
Perseverance to continue

delight

blog.richardmillwood.net

Appreciation	**the love of aesthetic form**	“The emotions of a fulfilled imaginal sensibility are of a range and subtlety that outstrip the power of language to symbolize them. Hence they are conveyed by the non-discursive symbolism of drawing, painting, sculpture, music and dance.”
Interest	**the love of knowledge**	“When the need to understand is realized, we experience interest, extending into curiosity and fascination, the passion for truth, excitement in intellectual discovery, pleasure in the clear communication of ideas.”
Zest	**the love of action**	“The emotions involved in the fulfilment of free choice and effective action” including “relish, gusto, exhilaration, achievement and work satisfaction.”
Conviviality	**the love of company**	“The pursuit of ‘co-happiness’ & mutual fulfilment interpersonally & collaboratively, the pleasure of others’ smiles, laughter and contentment.”
Recognition	**the love of achievement**	“The pleasure in communal and societal valuation arising from achieving real outcomes, surpassing goals and exceeding expectations.”
Controversy	**the love of dissent**	“The rush of realisation that there is another view that may provoke personal enrichment and realignment.”

Zest	**the love of action**	“The emotions involved in the fulfilment of free choice and effective action” including “relish, gusto, exhilaration, achievement and work satisfaction.”

Work-focussed, Inquiry-based learning

someone & someone

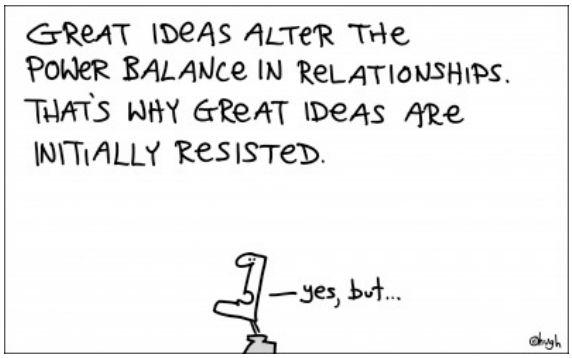
What do feel that you, that's been your major gain working with Ultraversity? What do you think you gained?

Controversy

the love of dissent

"The rush of realisation that there is another view that may provoke personal enrichment and realignment."

Extract from 'My Cousin Vinny' (1992)
played by Joe Pesci and Marisa Tomei
Directed by Jonathan Lynn
Written by Dale Launer
Palo Vista Productions



Hugh MacLeod
© www.gapingvoid.com

<hindsight >insight< foresight>

National Archive of Educational Computing

www.naec.org.uk

core UK

www.core-ed.org.uk

Future Knowledge

www.futureknowledge.org

University of Bolton

inter-disciplinary inquiry-based learning
idibl

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