



An 'Epistemological' Shift

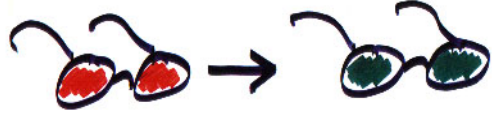
The diagram shows two pairs of glasses. The first pair has red lenses and is positioned above the text 'Homo Sapiens Knowledge' and 'Tools as instrumental'. An arrow points to the second pair, which has green lenses and is positioned above the text 'Homo Faber Knowing' and 'Tools as productive inquiry'.

Homo Sapiens
Knowledge
Tools as instrumental

Homo Faber
Knowing
Tools as productive inquiry

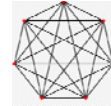
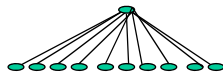
But now the 'making' is done virtually,
digitally augmented physically & socially!

A pedagogical shift



Sage on the stage

Peer-based learning



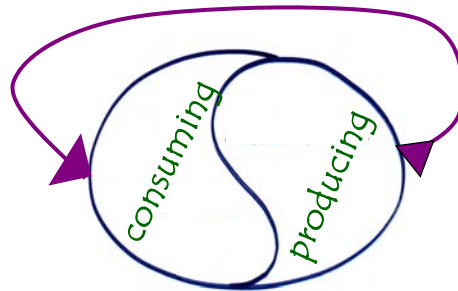
linear → exponential

one shot → continuous

decontextualized → situated

classroom/video → social networking

Life in the Digital Age – A culture of participation: Tinkering, Building, Remixing & Sharing



Creating meaning by what I produce and others build on – a remix, open source culture.

Remix & Mashup

creative tinkering & the play of imagination

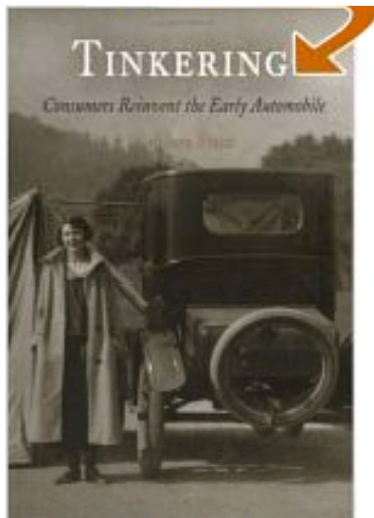
But it is also 'creative reading' like in fandom – fans filling in the back story in highly imaginative ways.



Ah, creating meaning by integrating their imagination with that of the 'author' in remix.

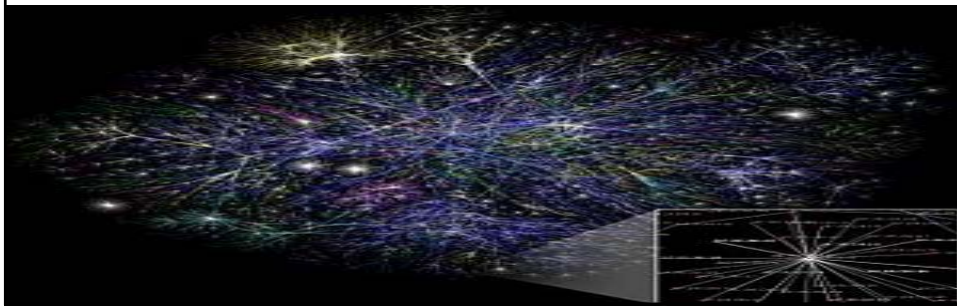
sometimes seen on YouTube

Tinkering as a learning platform and its death and rebirth as remix, mashups, etc

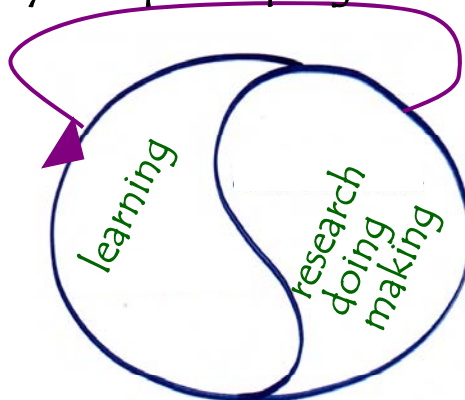


Tinkering to Thinkering

interacting with a web of
knowledge, tools and
distributed communities of practice

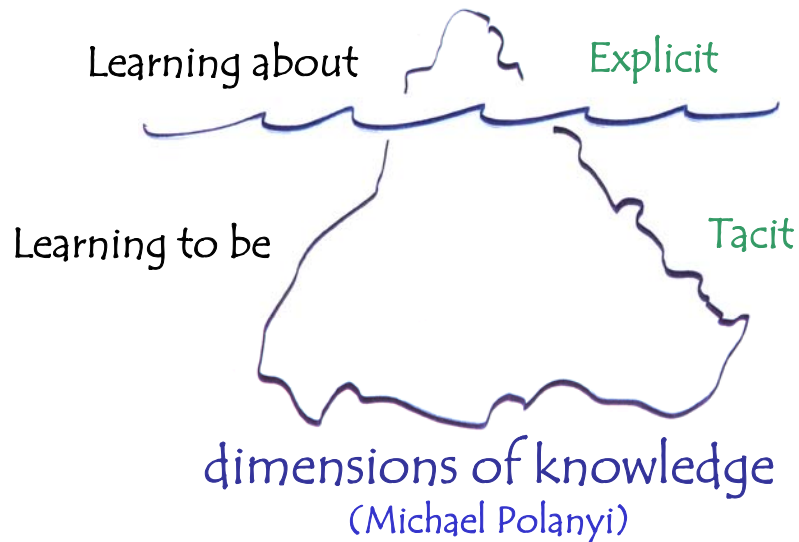


Active Blending –
beyond just taping resources



Researching, re-researching & learning meld
into a new kind of distributed
learning/knowledge ecosystem with mentors:
peer based & masters

Traditional Approach:
learning-about \implies learning-to-be

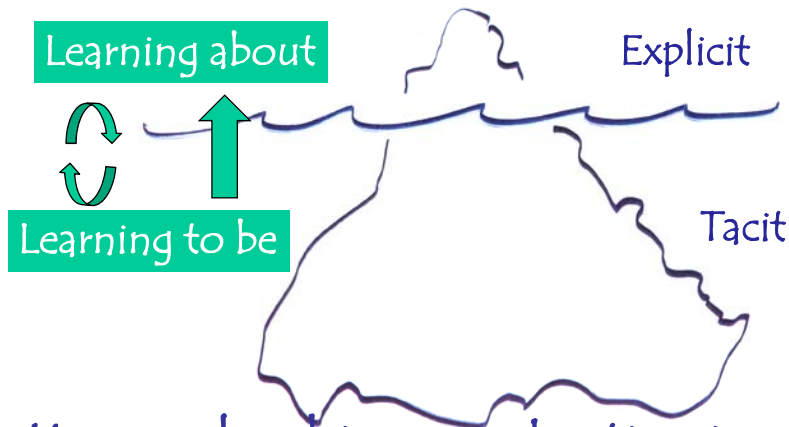


Learning-to-be

Enculturating into the practices of a field often via legitimate peripheral participation - apprenticeship

- a way of seeing
- being able to engage in productive inquiry
- a way of knowing
- sensing what constitutes an interesting problem
- knowing what constitutes an elegant solution

Reversing the Flow



Key: unleashing productive inquiry:
leveraging the resources of the net
(but this requires net literacy)

new kinds of learning/doing institutions

from instruction to interest-driven
participation

A hybrid:

re-invented community library/
after-school/community center

Where a student's capabilities are
demonstrated by their portfolio of projects

The Brewing Perfect Storm of Opportunity

Transformative Initiatives

OER ...

eScience

eHumanities

Web 2.0 & beyond

Tying it all together:
content/tools/activities

Open Participatory Learning
Ecosystem -
with feedback/loops galore

Creating a new kind of ecosystems for
intertwining
knowledge creation, learning & mentoring

A Radical Change of Point of View

Stocks

(supply push)

Building inventory
of skills to be
deployed later.

Authority based
Explicit

for a stable world based
on an old factory model



Flows

(demand pull)

Participating in
productive inquiry

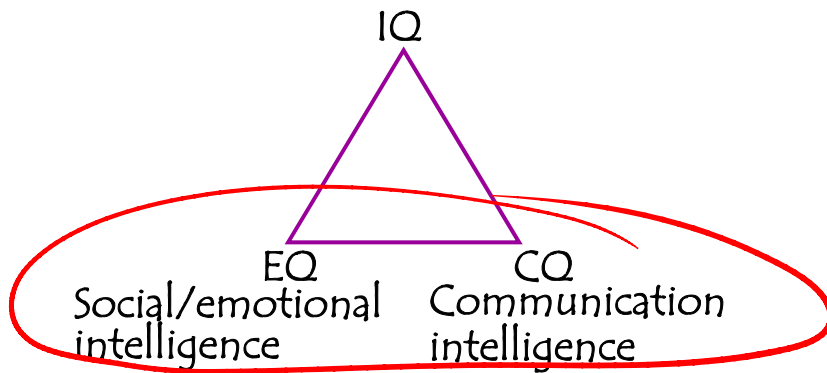
Situational based
Tacit

for a rapidly changing
world

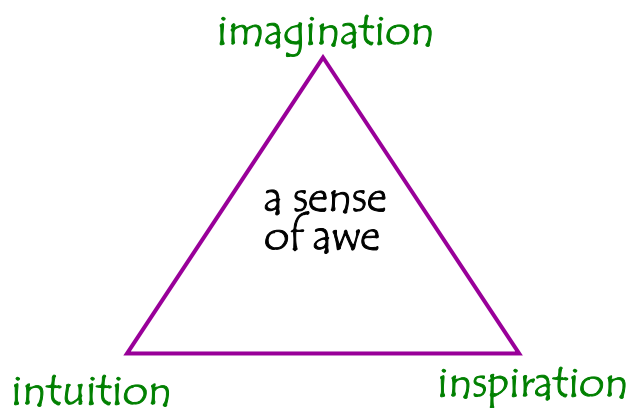
Learning 2.0 - learning on demand

And perhaps the most important for the 21st Century

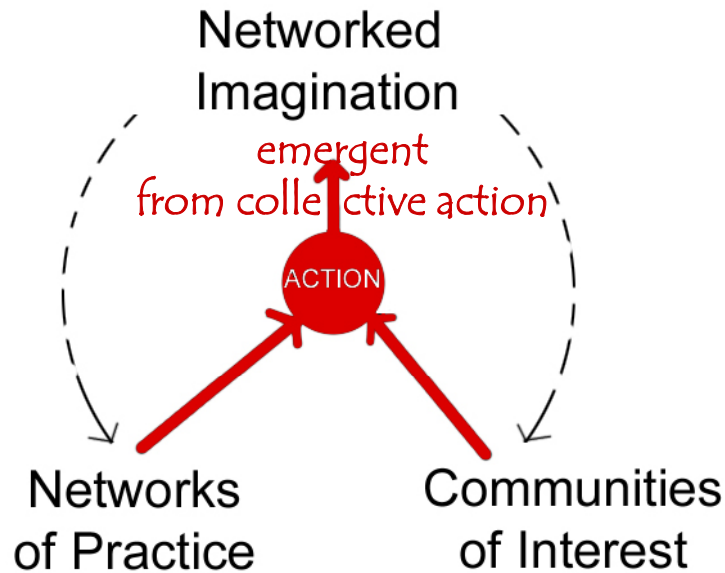
Listening with humility
with an
open mind



and the new golden triangle



Networks of Imagination



When recreation becomes
an act of
re-creation/remix & productive inquiry



Culture of Learning
a culture that thrives on
participatory life long learning
and perhaps
the ultimate sustainability model .

Thank You

Mimi Ito
Doug Thomas
Connie Yowell
Ann Balsamo
Patrick Whitney
Howard Rheingold
MacArthur Foundation



(also see *Minds on Fire* -Open Education,
the Long Tail, and Learning 2.0.)
Educause Review jan/feb 08