

'Learning Futures'
UKCGE Summer Conference
2nd – 3rd July, 2007,

“Imagination is the beginning of creation”

George Bernard Shaw

“The best way to predict the future is to invent it”

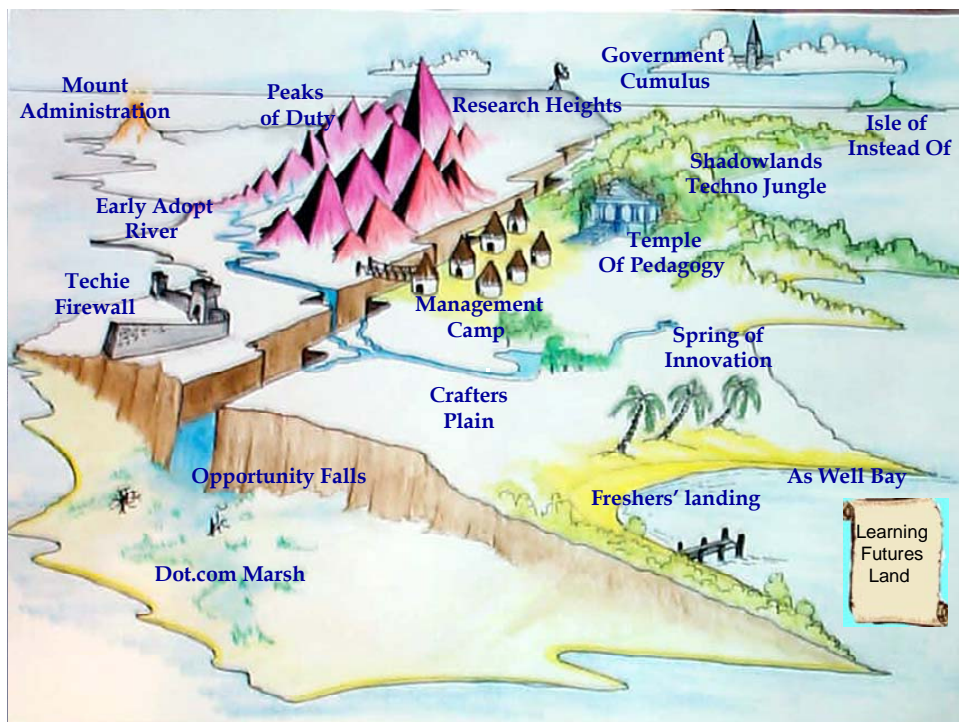
Alan C. Kay Fellow at Apple Computer Inc

“If you can look into the seeds of time,
and say which grain will grow and which will not,
Speak then to me, who neither beg nor fear,
Your favors nor your hate”

Shakespeare, Macbeth 1.3.58-61

(Banquo to the witches)

Prof Gilly Salmon invites us to consider the future for learning. She explores the pathways, the bridges, the trolls and the freeways.



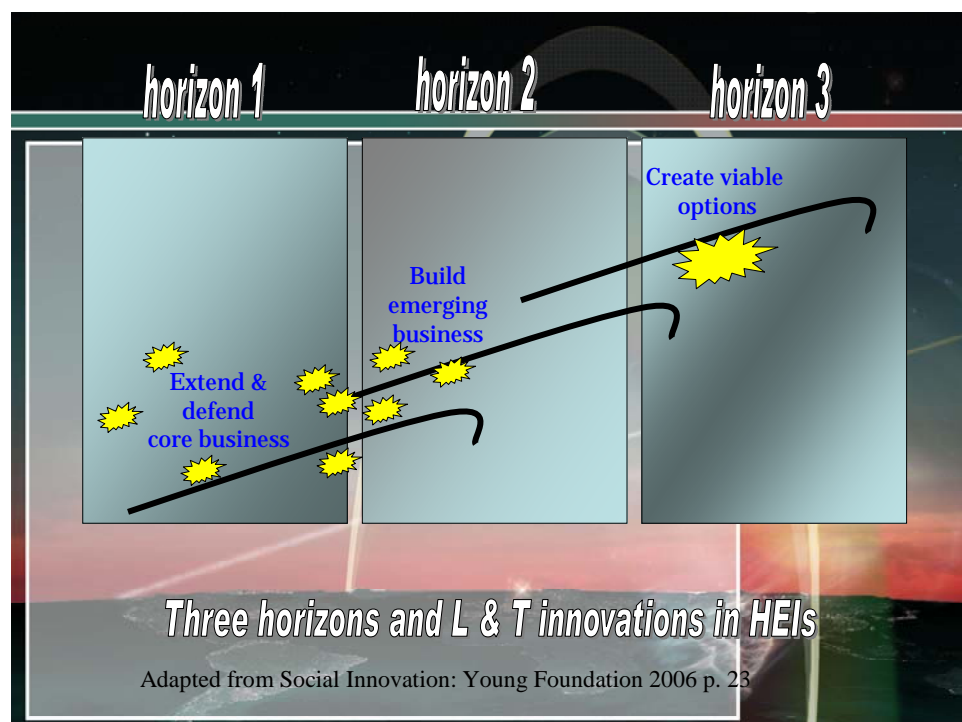
The academic world knows little about how to prepare for changes in learners' expectations in the range of technological opportunities for learning. There are few authentic voices from the learners interpreted through feasible approaches. Higher Education Institutions (HEIs) with their concern for quality and their natural conservatism change slowly. We need to create communities of learners, teachers, technologists and creative practitioners and develop practical, sustainable approaches to developing and planning possible and preferred futures.

Learners are seldom active in shaping the future of the educational process. There are voids in academics' understanding of the way learners may engage with new technologies for learning. These gaps leave room for stereotypical or generalised views, or those based on past experience rather than fresh insights. Examples of these views include that the 'net generation' already knows how to learn through digital media, or that experienced teaching staff cannot embrace teaching with technologies.

People born in the 21st Century will never know a world without the internet. Many young people are fully engaged with online social experiences such as My Space and Second Life. Year after year, freshers arrive at university with yet more potential learning technology in their hands. Online gaming, music and video downloading and social networking are normal parts of their lives (Time, December 25- 1st Jan 2007 p. 60)

Hence the *opportunities* for knowledge generation are changing. Many HEIs are struggling to enhance or transform the student learning experience in successful, efficient and effective ways. Thus more ways are needed of creating strategies for growth and development that meet the challenges that social, economic and technological changes in society bring to education and explore technologies that engage young learners but are currently peripherally deployed in HE.

We need to find methods to learn directly and creatively from learners by helping them to explore choices and articulate possible and preferred futures and use and understand trends and predictions from established sources to present ideas and options to learners.



Resources

- www.le.ac.uk/beyonddistance/mediazoo
- www.e-moderating.com
- www.e-tivities.com
- www.atimod.com
- www.learningingroups.com
- <http://openlearn.open.ac.uk/>
- <http://ocw.mit.edu/index.html>
- <http://tim.oreilly.com/>
- <http://www.tagzania.com/>
- www.learnometer.net/
- www.futurelab.org.uk/
- www.heppell.net/
- <http://news.bbc.co.uk/2/hi/technology/5243862.stm>
- <http://wearables.cs.bris.ac.uk/>
- www.e-health-insider.com/news/item.cfm?ID=2101
- http://en.wikipedia.org/wiki/Web_2
- <http://www.ics.heacademy.ac.uk/italics/>
- <http://scil.stanford.edu/>
- <http://www.newi.ac.uk/en/aboutNEWI/innovationinlearningandteaching/>
- <http://www.educause.edu/ir/library/pdf/erm0621.pdf>
- http://www.hm-treasury.gov.uk/newsroom_and_speeches/press/2006/press_leitch.cfm
- http://66.102.9.104/search?q=cache:XbZZ5liuxn4J:rubble.ultralab.net/cabe/final_report.pdf+%22Learning+Futures%22&hl=en&ct=clnk&cd=3&gl=uk
- http://www.becta.org.uk/corporate/publications/documents/personalised_learning.pdf
- http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learner_outcomes
- http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learner_outcomes/elp_learnervoices.aspx