Drivers Of Change & the Implications for Learning and Education
The future is already here. It is just unevenly distributed.

William Gibson
Will learning be adapted to every individual?

What will modifications mean to performance standards?

What is the role for general capacity building versus knowledge transfer?

How can the role of the teachers, schools, and communities be re-imagined to develop unique potential and capacity for all learners?
1. Resources
1. Learn to code

Codecademy is the easiest way to learn how to code. It’s interactive, fun, and you can do it with your friends.

Get Started
(it’s free)
### 1. Resources

#### Sense/Source

<table>
<thead>
<tr>
<th>Challenge Description</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate Potholes - StreetBump for Boston!</td>
<td>$25,000 USD</td>
</tr>
<tr>
<td>Deadline: 07/29/2011</td>
<td>305 active solvers</td>
</tr>
<tr>
<td>The Economist-InnoCentive Human Potential Index Challenge</td>
<td>$10,000 USD</td>
</tr>
<tr>
<td>Deadline: 06/20/2011</td>
<td>243 active solvers</td>
</tr>
<tr>
<td>Contractible Polymer for Skin Applications</td>
<td>$30,000 USD</td>
</tr>
<tr>
<td>Deadline: 07/29/2011</td>
<td>66 active solvers</td>
</tr>
<tr>
<td>Chordoma Cancer Cell Lines Needed to Save Lives!</td>
<td>$10,000 USD</td>
</tr>
<tr>
<td>Deadline: 06/13/2011</td>
<td>151 active solvers</td>
</tr>
</tbody>
</table>
1. Resources
2. Sense/Source
1. Resources
2. Sense/Source
3. Influence/Reach
4. Action/Change

50 million views
50 million lessons
100 million students
Amplifying Change
Amplifying the Teacher
In a learning ecosystem, who determines quality, what can be inverted, how can the network be leveraged for learning, for change?

With diminishing monopolies, what is the role of formal learning?

Who is the teacher?

What does open leadership look like in schools?
World of Learning
Innovation in Education

Three Questions

As a future learner, what do I need?

I am the future learner and this is what I need:

- I need to feel that I am uniquely valuable in and for the world.
- I need to know how my value can be realized.
- I need a map that shows me what is possible in my life and in my experience as a learner.
- I need help navigating that map.
- I need my learning experience to reflect who I am.
- I need financial, technical and socio-emotional resources to follow me on my journey.

What must be true of the future learning system?

The learning system of the future needs to be:

- Personalized
- Engaging
- Centered around my needs, gifts, and challenges
- Mediated
- Resources with me in mind
- Financially tenable
- Reciprocally accountable

What pathways for investment will be necessary to create the learning system to meet the needs of future learners?

And grantmakers can support me by investing in these important pathways:

- Resources follow the child
- Risk-taking and prototyping
- Social and peer-based learning
- New forms of governance
- Personalized learning and community
- Public will for change
Innovation in Education
Redesigning the Delivery System of Education in America

JP Tearo

Age
17

Location
Richmond, California. Climate Refugee Camp

My family and I are climate refugees from Kiribati. We live at this refugee camp. We’ve been here for a few years now. It’s pretty cool for what it is, but it’s crowded. It’s getting easier to get off camp now and then, and interact more with the American culture around us. It’s still a little weird, but I want to get comfortable with how things are here.

Socio-Economic and Cultural Capital
We were forced to migrate, and came from communities that weren’t very well off to start with, and now we live largely on assistance from a variety of NGOs. Our way of life has also disappeared in reality, although there are lots of elders and scholars who are determined to keep our culture alive.

Learning Styles and Enhancements
There’s federal program here to give students here at the camp the opportunity to try some cognitive augmentations. My friend Keola is very ambitious. He wants to be a scientist and has applied for every enhancement available. He takes stuff everyday and is able to stay up for days at a stretch working on things. He says he’s waiting to trial one of the information implants. I don’t know. Taking steps to help you is one thing. Having stuff implanted in your body is crazy.

Overview of Current Experiences
I know my history has given me a head-start in climate science, so that’s probably what I’ll end up doing. I think I can probably get work here in the delta, helping with the climate change management program.

Aspirations
I’m sure I have some technical skills, but America is a new culture to me, and I’m not sure I can figure out how things work here. Even though I’m at a kind of makeshift school set up for the camp, and we depend on grants for any of the cutting-edge stuff, there is enough personalization that I can do advanced study in climate science.

Motivations
I know a lot of people in the camp feel angry about what has happened to Pacific Island culture, historically and through climate change, and that anger motivates them to fight, or advocate, or whatever. But I’m a roll with it kind of person. This is the way things are. I can’t change them.

Dilemmas
Am I limiting myself and my expectations for myself, because other people see me as a poor immigrant, living on the charity of others?
Have I internalized being a second-class citizen?

Other Perspectives
Innovation in Education

Scenarios are credible projections of possible future realities that have been constructed based on research, trends and demographics about learning and education. Participants considered four scenarios that explored two different areas of future uncertainty. These four scenarios, all available via links in this document, were built around these ideas:

- A Vibrant Learning Grid
- A National System of Global Competitiveness
- Learners Forage for Resources
- Schools as Centers of Resilience

The scenarios that described America’s possible educational and geopolitical futures were based on two critical uncertainties:

Will there be a learning oasis or a learning desert?
Will learners find a rich geography of learning experiences to meet their needs, or will learning opportunities be constrained by a relative scarcity of resources?

Will learning be controlled by prosumers or central providers?
Will learners be engaged both as producers of content as well as consumers, or will learning be controlled by a centralized, narrow field of standards-driven content providers?
Pathways to the Future
Learning2025
Working Paper From a Grantmaker Convening
September 30 - October 1, 2010, Chicago, IL

Number of Investments by Pathway

Concentration of Investments by Pathway

Investing in the Future
Dilemmas
Our Blogs
knowledgeworks.org/worldoflearning/
blog.futureofed.org

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