

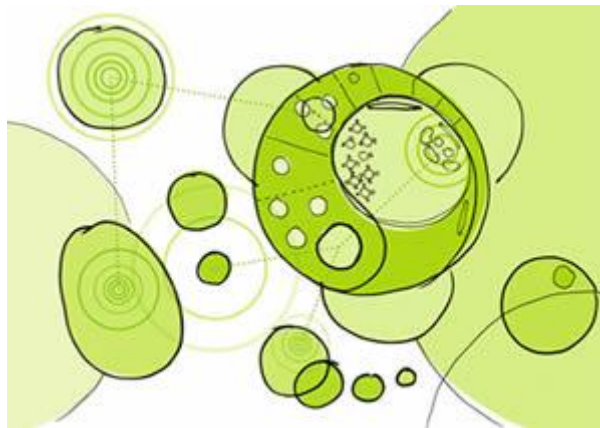
Futurelab conference outcomes

Spaces, Places and Future Learning: Using innovative technology and practice to re-imagine learning spaces

1-2 November 2006

Rich Mix, London

Audience scenario



This scenario is based loosely on audience text responses to four key questions raised by Dan Sutch in his 'Models of Innovation' presentation at Futurelab's conference and is intended as a lighthearted but hopefully useful output from the session.

These responses were then 'fleshed out' and interpreted to produce a future scenario of a learning space, outlining the sorts of digital tools and practices we might want to envisage in the future. This is deliberately fanciful in the hope of provoking thought and discussion around the design of future learning spaces.

Health warning: The purpose of this is to act as a prompt for discussion and debate rather than suggesting a specific way forward. Please don't take this too seriously - it was put together in an hour. It is merely a future scenario... but what if...?

1. Broad vision: Personalisation and empowerment of learners
2. Technological trend: Collaborative and communicative technologies
3. Pupil - teacher interactions: Interchangeable roles, blurring of boundaries between teachers and learners
4. Learning space: Flexible and always open

Overview

This 'future learning space' is designed to empower learners, to create more personalised learning pathways and to encourage and foster collaboration and communication.

Learners can enter this learning space, where they can arrange meetings, book space and technology that will support them in achieving their task-based learning. The emphasis is on knowledge creation, with learners managing their own learning where possible but with a range of educators, mentors and technological expertise accessible there to assist them in

achieving their learning goals and outcomes.

As a key focus is to empower learners, tailored learning pathways are co-created between learners and teacher-mentors. These account for the individuals' complex social circumstances and better understand the learners, their skills, and the wider resources they have access to.

New technologies are used by learners to capture audio, video and still images which provide ethnographic information about their home, community and cultural backgrounds. This is used as a starting point for identifying existing skills, interests and resources learners have, and this then forms the basis of a personalised learning pathway. Learners are then helped by educators to undertake an 'asset map' of resources already available and then identify appropriate experts to assist in the learning task.

Experts may be based in other locations, such as libraries, colleges, universities, local community halls, or even in their own homes. Experts may also be other learners, either within or beyond their immediate geographical location. They are also helped to think through and plan the learning resources they need, including digital technologies.

Learners' own skills are profiled and status is given as learners develop skills which they share with others by offering expertise and mentoring to others. The new system values and credits such behaviour and is enshrined in the new assessment system. There is a clear digital record of such interactions and educators help learners reflect on and develop their mentoring abilities.

To enable learners to work in this way means the development of powerful collaborative networks. Purposeful collaborative activities, with an emphasis on problem-solving tasks and knowledge resource creation are encouraged where and when possible.

The emphasis in ICT resourcing therefore has shifted more towards collaborative and communicative tools, such as audio and video-conferencing, through a range of tools. These vary in terms of size and scope, from large screens situated in spaces where they can be used by numerous people simultaneously, to individual conferencing tools located in more personal and small spaces, as well as collaborative one-to-one conferencing tools built into the learners' own handheld devices. The now ubiquitous communicative technologies mean experts and information from others anywhere in the world can, in theory, be delivered and found at an appropriate time to learners, for appropriate learning tasks.

The ability to file and archive records of activities to the learners' personal online space is now possible. These 'records' are used as a basis for further reflection, discussion and development of learning tasks, allowing mentors and educators to identify where skills gaps are. As learners have their particular skills recognised, mentors can work with learners to readily identify other expert learners who can then act as mentors to support this skills development process. As learners progress through the system, their relationships with teachers and other learners change and we see individuals with 'spikes' of expertise supporting and learning from others.

With such a strong emphasis on the collaborative nature of learning, varied spaces need to be erected that can both house the collaborative/communicative technologies but which are flexible enough to be easily altered in light of changing demands for these resources (and in light of other types of learning spaces/activities). Collapsible screens, walls and spaces are therefore developed to incorporate this flexibility.

In order to capitalise on the varied expertise that exists, both in the local community and across the world, learning spaces have to open as long as possible, offering virtually 24/7 access. This is essential to help learners gain greater control of the pace of learning, the extent to which extension, refinement and reflection can be undertaken, and the varied human resources they can utilise. The notion of fixed content delivered at fixed times with

fixed groupings has been challenged significantly and new groupings and networks are established based on shared interests, tasks and purpose.

Text messages sent during the session

Could each be used as the start of a scenario, as a prompt for discussion or to provoke further questions?

- Project based collaboration.
- Need to remodel assessment systems to better match new learning styles
- People & places in tune.
- dont need schools
- All stakeholders should share vision
- A safe, caring space.
- Vision- education must meet learners needs -why, what, how
- Attendance should be voluntary.
- Location independent
- Trust
- Teachers respect for students critical.
- Students mentoring teachers.....
- Teaching learners to teach themselves and their peers
- Those that support collaboration.
- Mobile and collaborative
- Communication & collaborative
- About allowing evryone to contribute - sometimes even anonymously
- 24/7 access to the web
- Mobile & collaborative display technologies
- Instant Text & simple video
- Technologies that don't get in the way of the verbal communication
- 3d learning interacting with tech in envmt
- Those that empower us as creators.
- Moves toward tangible interfaces.
- Q2-Tech must meet learners needs n lifestyles
- On line communications have already changed informal learning.
- Consensus
- teachers prepared 2 live in the modern world
- technologies that encourage collaborativd learning
- The cross referencing opportunities of technology
- Networked technology
- Mobile - martini approach - anytime anyplace anywhere :-)
- We have to start with what they know.
- Many games console manufacturers are recognising the potential of games technology
- Audio - around the spoken word
- Socially mobile technology
- Co learners and collaborators
- Mobile
- Equal partners
- I would like to see a place where learners are guided by an asset map of their local and national communities and mentors help codevelop new nodes on their map
- Students respect for teachers critical
- All of those suggested as appropriate.
- Technology that promotes and supports creative approaches to learning and teaching
- Personal and mobile
- Interchanging roles
- Whatever is suitable and motivating for students.
- Learning skills for this new world
- Mobile and personal
- Personal access to digital resources when needed not when timetabled at home and school
- Teachers demand respect but often don't respect learners
- Explorative, egalitarian & exciting
- Learning is really the learners' fulltime job. Could we do our jobs without access to the right equipment as and when we need it? Access to mobile devices
- Ongoing mentor
- Mentor, collaborator, critical friend
- The question of which technology is not so important as embedding the understanding that now radical change is the norm, not the exception, change and flexibility need to become a...
- Educational buildings need to be smart and interactive within their built fabric
- Teacher as guide on a personalised journey
- Respectful collaborators
- Ones that respect the contributions of each equally
- Student and teacher roles interchangeable
- Accessable
- Sharing, learning 2gether
- Shared – teacher as facilitator
- Apprenticeship and mastery
- Technology needs to be freely available, mobile and accessible.
- Educational buildings need to be smart and interactive within their built fabric
- Technology must not replace first hand learning experiences and activities.
- Flexible
- Social spaces that collaborate
- Q3 need to adapt for the individual. One size xcant fit all
- Starbucks school
- Flexibility
- Local community based wireless networks will provide a powerful platform for a new approach to education ... co design peer to peer etc
- Workplace for vocational skills real world locations
- Free 24/7 web access anywhere
- Its my learning and my space let me learn where I want to it wont be the same each day
- Space is less important the culture of the school if key
- Comfortable chairs and carpets lots of visual stimuli
- Virtual spaces allowing people to meet socially and from there enter educational virtual spaces.
- Also physical spaces to meet educators face to face
- Q4 teachers move, not pupils
- The spaces does not matter as much as the relationships
- The right space, wherever and whatever that may be
- Physical n appropriate virtual spaces
- Changeable classrooms and social spaces
- Designed as comfortable, engaging, light, clean, less formal layout, computer 4 every learner
- Flexible and virtual
- Mobile augmented personal technologies
- Much more emphasis on reflection for both student and teacher!

There shouldn't be any specific requirements on physical space as this is merely a practical barrier. Focus on the brilliance of the virtual space. • Teaching hard knowledge • Learning should not stop when the bell rings • Whether space, technology or relationships, education is culturally based. • Durable, configurable, open, inspiring. • Virtual with physical drop in hub • Relationships where mutual respect exists and allows physical remove and virtual learning occurs • Virtual with physical drop in hub • Self-organising spaces for self-organising classes • Informal networks – why should students learn from “teachers”? • Sharing good practice and creating a platform to celebrate exciting work that is happening now! • How do we change policy to enable the empowerment of teachers, to allow them to innovate in this new world? • Middle classes • Spaces – real.world augmented mixed reality • Schools are the only safe haven some students have. We must replace this safe place in any radical rethink of what a school is. • Communication outside schools • Space: we need to think differently. Builders when designing also need to stop thinking about traditional schools too • What is the purpose of education in the UK in the 21st century? •

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