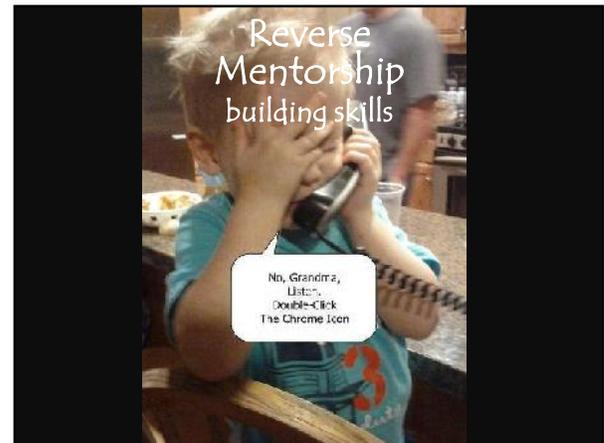
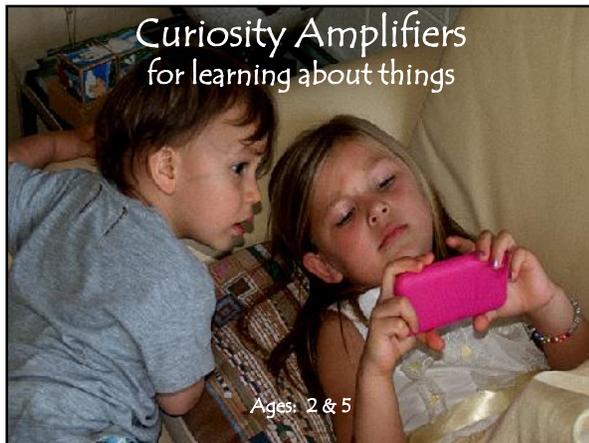


## Reimagining Learning for a world of constant change

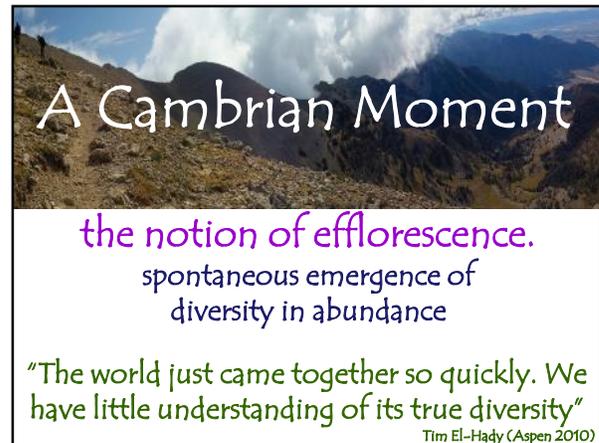
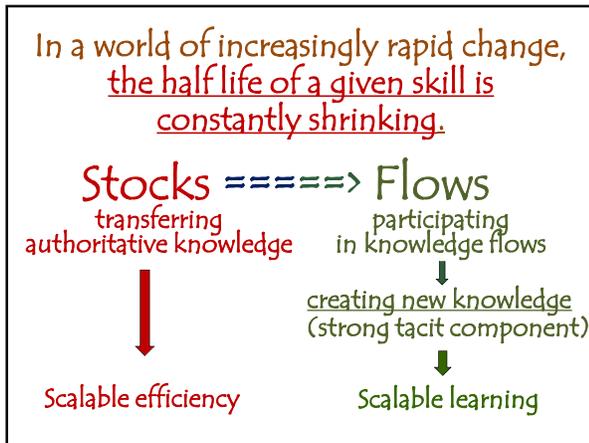
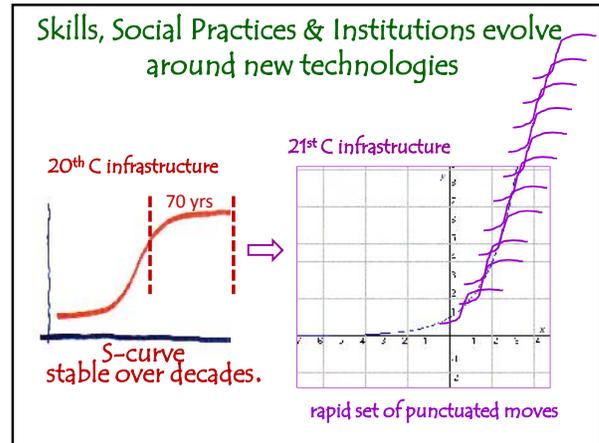
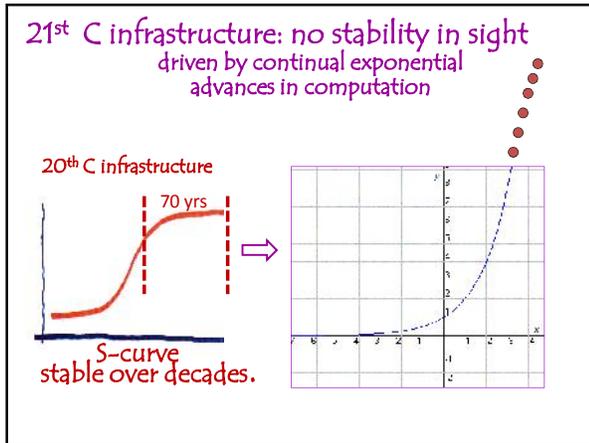


A Blended Epistemology  
john seely brown + ann pendleton-jullian

Three images  
that have shaped  
my current view of learning



our current context



profile for the 21<sup>st</sup> century  
resiliency

"resilience has to be built into our systems in  
advance, like a strong immune response . . .  
resilience will be the defining concept of the  
21<sup>st</sup> century." (Joshua Cooper Ramo)

"in really complex systems, wealth should be measured not in money  
or power but rather in the ability to change and adapt. This sort of  
wealth sets limits for what is possible – it determines the number of  
alternative options for the future . . . You should measure what you  
have, in other words, by what you can do." C. S. Hölling

profile for the 21<sup>st</sup> century

agency

both warrior and mystic  
operating on the world  
embedded in the world  
digital and present in the world

with empathy

but how do we get there?

shifts relative to learning

learning on demand  
problem based, context embedded  
collaborative and multi- disciplinary  
peer based  
widely networked  
arc of life learning

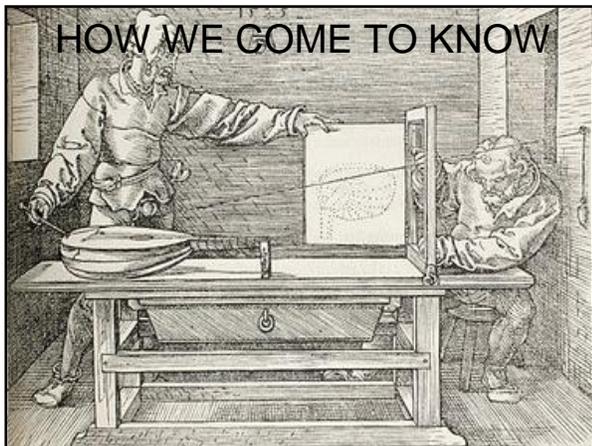
But also note:  
dispositions are now at least as important  
as knowledge and skills.  
dispositions = tendency to do something in a particular way,  
radically contingent, comes into play in response to context

we can understand learning as  
having three dimensions

content -----> can be taught  
self ('books' & digital platforms)  
study groups / communities of practice  
sage on stage (lecture / seminar)

skills -----> can be mentored  
expert mentoring  
peer to peer mentoring  
reverse mentoring

dispositions -----> can be cultivated  
marinating in  
emergence of the collective



Three different epistemologies

*homo sapiens*  
man who knows

### Three different epistemologies

*homo sapiens*  
man who knows

↔

*homo faber*  
man who makes

### Three different epistemologies

*homo sapiens*  
man who knows

↔

*homo faber*  
man who makes

- use of tools for productive inquiry
- Maker Movement



### Three different epistemologies

*homo sapiens*  
man who knows

↔

*homo faber*  
man who makes

- use of tools for productive inquiry
- Maker Movement
- making with new methods (3D printing)
- scaling
- agency



A new Industrial revolution in 3-D?

### Three different epistemologies

*homo sapiens*  
man who knows

↔

*homo faber*  
man who makes

↙ ↘

*homo ludens*  
man who plays

- probing & pushing boundaries
- invention within a space of rules

## Play is a space of invention and permission

Based in reality but different from reality.  
Play is a release from normal physics and consequences.  
Play creates a space to try out new things.

## Homo Ludens

a highly nuanced concept of play

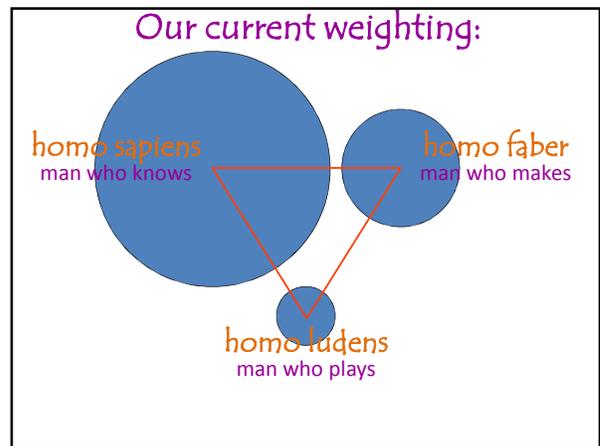
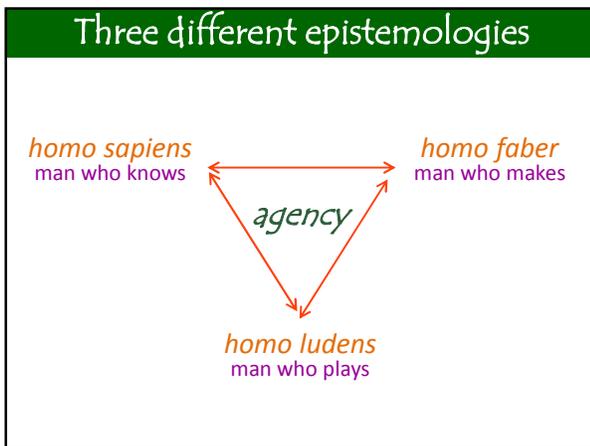
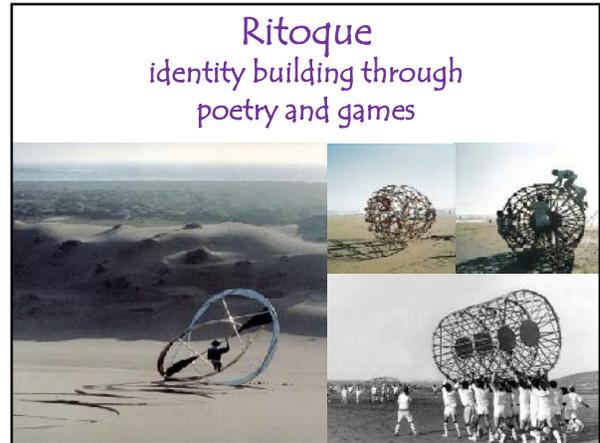
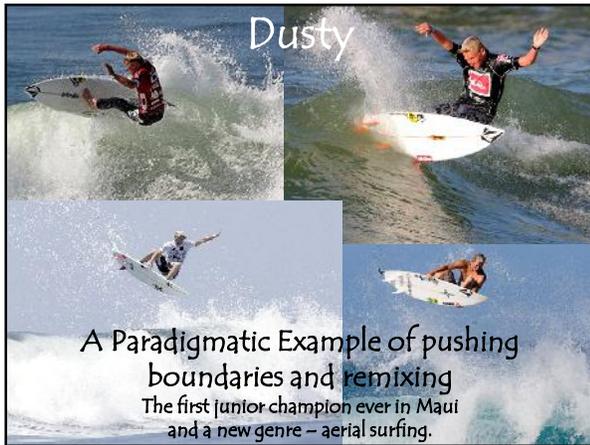
As in permission to fail, fail and fail again, then get it right. think of extreme sports.

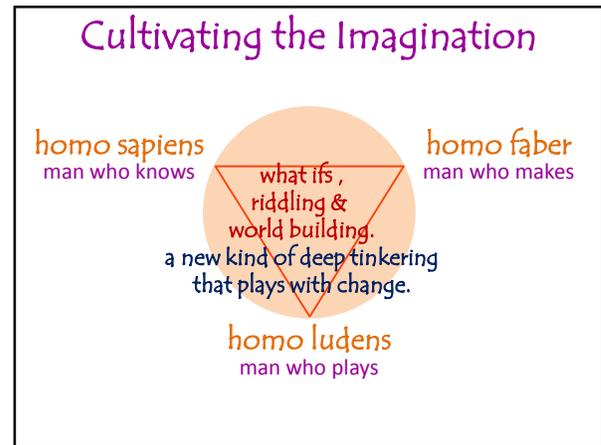
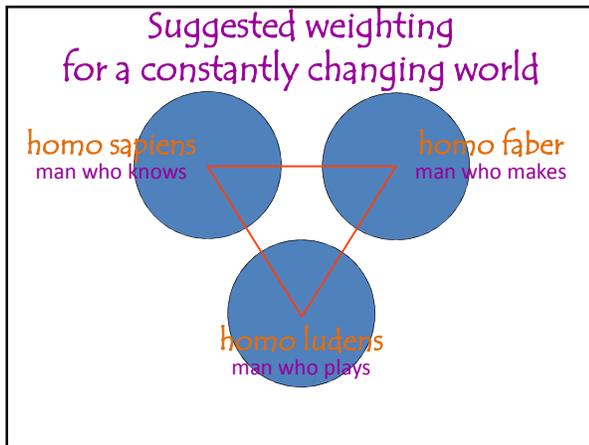
As in play of imagination – poetry.

As in an epiphany – suddenly falling in place as in solving a riddle.

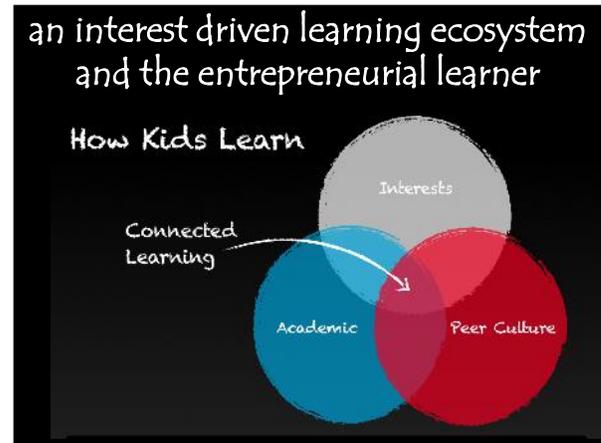
Play is the progenitor of culture & innovation.

Johan Huizinga





So how do we re-balance and integrate?



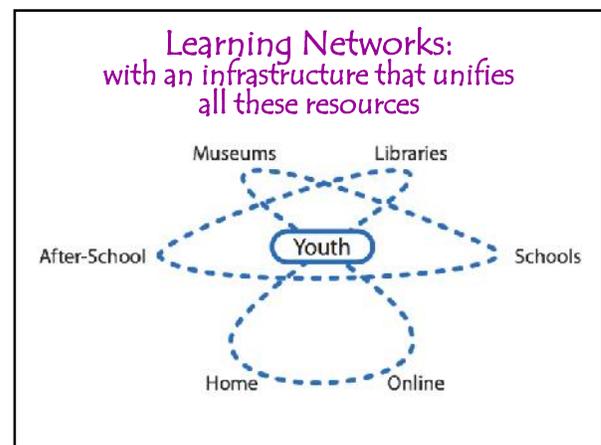
### Dispositions of an entrepreneurial learner.

curiosity – driven by awe

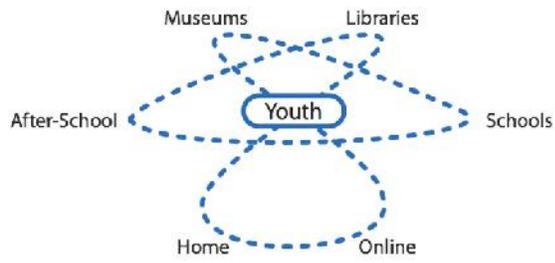
questing – seeking, uncovering, probing ... but always doing (curiosity in action)

connecting – listening to others, engaging ...

reflecting – on performance with the help of cohorts. Reflective practitioner



From Networks to ecosystems:  
and a platform that scaffolds these



Cloud + Mobile + Social + Big Data

thank you