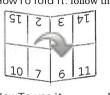
2

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## HOWTO PLIEGO (Read before printing:)

This is a "pliego", the smallest book possible, old Do-It-Yourself style! HowTo print it: if your printer has a duplex printing feature, use it. If it does not, print first this page and place it again in the paper tray, so that it prints the other side of the sheet starting from here

HowTo fold it: follow these 3 easy steps, cut carefully by the dotted lines & enjoy!



http://ictlogy.net/20101019-from-non-formal-learning-to-casual-learning

Retrieved 2nd November 2010

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slippers).

And

the

same with access to the

we've

got their classes

and

lectures on

do it by browsing the Internet from home in our

cost), nor access to them is costly (because we

(because they can be copied virtually to

In a digital economy, neither the books

are

zero rare

future of education

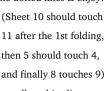
Collaborative environments

concentrating it concentrate

All texts are from the following URLs







HowTo use it: once read, if you do not have the intention to collect this pliego with love leave it in a public place, so somebody else could read it :) You can download, comment or even create more pliegos at http://pliegos.net



From non-formal learning to casual learning New learning contents and platforms Deinstitutionalizing education

and finally 8 touches 9).

If we have schools and universities, among other were concentrated (in turn) around books around the books that contained all knowledge Schools and, above all, universities were built things, it is trainees that people should live (and work) around them distribute next logical step was the concentration of (students) because it is knowledge: around an efficient way to the λą wise physically

libros being destroyed. created, why the textbook as a closed publishers), wrong. In his Carta a de transformed texto (Letter to professor Jordi and los editores de the textbook

board behind the Informe Horizon: Ediciór In a similar train of thought, the advisory Report: (and a school) where digital content is immutable object is at odds with a society beroamericana Iberoamerican six major trends to watch in 2010 Edition (2010)Adell argues constantly Released) Horizon

been very expensive. Sometimes because of has always ask that leaves little room for corrections. the materials: carving a marble David is Sometimes because of time: managing Historically, learning by doing

oę Jo Digital technologies in knowledge-intensive areas (such as teaching and learning) have to the minimum the cost simulating, that explaining how things are done. testing, trying, cut down building,

takes

þe later profit ] as it is now easier than it was before" you will human capital from which

citizens, things get more complicated: because of workforce training, it will be even more difficult in the case of education as a builder of people as its nature as a public good (we all want it but we have no incentive for bearing its cost), demand in this short-term- and economics-focussed demand for education world — justify the investment in training as And, for it will probably not increase. from the citizenship divorced

that educational institutions must

likely

It is

records

database with thousands of

Is it still the concentration of the educational

their e-mail addresses just a click away.

libraries, it became obvious that it was

better

articles on their websites (and everywhere else).

most

the

system in schools and universities

efficient option in a digital society?

change and not only their model, but their very

role is

in the society. When the

same role

of

paper and producing the basic statistics

manually entails hours and hours

longer relevant as a matter of costs, both model

concentrate and distribute knowledge

and role should probably change. And probably

history of aviation? And yet there seems to

risks: how many casualties adds up

calculations. Sometimes because of

be consensus that learning by doing is how

people learn best, especially if we

by taking a more qualitative turn.

13.

for

changing as Jo environment brought about by the digital To add up to this problem of underestimating the as workers — something that ceased training the need for training the the that vs. for citizenship find revolution makes we

something part of a stage of life to become hat takes place all throughout life.

citizens Before these challenges, we should start education to get anytime and anyplace. consider how to

9

education into formal by a second stage that after a first step (or goes from non-formal to informal education, It might well be that education, be followed formal expansion) of

enable the learner's mobility, the ubiquity of possible If museums, libraries, workplaces, communities an reality, semantic contexts and anticipate the citizens' training needs (and non-formal content and experts, the possibility of technologies artificial intelligence... it should be part of education, thanks to the Mou etc. are casual education. augmented of practice,

> vorkforce, raining citizens, Nowadays, it is not only feasible but easy to place in educational institutions: studentanywhere. Informal learning can be so intense and effective as formal learning, the one that þ learn from home, from one's workplace, learning peer learning, centred learning,

YouTube, their presentations on Slideshare, their

Mobile technologies

Open content Social Media

က

an

getting

to do it,

having the will

agreement) is yet the most complicated.

- 14 .

possible... though the road still to go

and to a specific place

pass to receive universal education (universal in a specific time: the While the industrialization of education has had positive effects, it is also true that its origins belong ndustrial society. many ways).

funnels" through which all students do have to In 1971, Ivan Illich published Deschooling Society in which he criticized the creation of "educational

> was and

costs, coordination between agents have also fallen to negligible levels in recent years. And nany institutions are faced with the dilemma of whether to adapt or become extinct. Educational professors, — are publishers of educational materials, etc. schools, universities, distributed with little cost. Also, nstitutions

Thus, it is not only about being possible a

platforms

new

t)

(#4, #5)

educational spaces.

certain de-institutionalization of education

to regain the attention to the learner, a

being possible capitalizing the learning

that takes place outside formal channels: the question is that it already is technically

or about

"industrialized" learning;

As people that consulted the books travelled to While on an industrial society, knowledge was embodied in (a) books and (b) "wise men." The every one of them was too expensive, so it was decided that it would be more efficient to group them in places that would make travelling to consult a book worthwhile: and we got libraries. as reproduction accessing each expensive. Furthermore, scarce, first ones were some of them.

Deinstitutionalizing education

should train people as citizens responsible for their actions and free to do them upon the be created, copied and collaborative learning are not scarce, but can

> are closely related to the openness of the contents, two (#1, #2) to collaboration in creation and co-learning, and two

Amongst these six, two of them (#3, #6)

Augmented reality.

6. Semantic Web.

Should we start a debate? personal learning environments, communities of practice... environments,

Strategies for product placement or contextua

agreed social contract.

where it is going to be required.

even training wills) and situate education

citizen training? Why not integrating it into the products and services. Why not trying training advertising have evidenced their power to sel

daily life, in the everyday life of citizens?

according to the needs,

but all in variable

all within a combination

common set of possibilities

combination of school, professional training and Both have been solved traditionally with Content Studio", "Video Lab", the "Wikipedia

nitiatives such as those presented in the "Open

"Local learning incubator" of

ounge" or the

Mozilla Drumbeat Festival may be more or less eplicated, more or less representative, but so that

certainly point in the same direction,

moreover,

and,

possible

is

nappening. change

From learning non-formal learning ð casual

are very different. Education has two main purposes whose natures

In an interview with Jaron Lanier, the author of

New learning contents and platforms

In a future that is already present, the possibility

of deinstitutionalizing education (especially in

regard to educational institutions) is likely to

employees", which excludes all present workers surprising expression of "training the On the one hand, train people as workers (let us note here the people that are in the labour market, it should from the need of further education). education should train future the

people, If you'll forgive the repetition. That is, it Moreover, education should train people as

> should have brought a creative and television, radio or the printing press. upside down the pre-digital landscape of communicative shock that now use for the very same purposes as we have but changed of screen which we revolution of the Web 2.0, in most cases learning curve to master their usage) infrastructure and, relatively, in terms of very low cost (both in matters of access to Technologies, Information However, despite the with their versatility and Communication would turn undeniable

the difference is not a minor one. interactivity than about creativity, and In educational environments, it is quite that We talk more about

specialists and logical answer: fewer generalists") will have a "let yourselves also invest in

creators and had made them become spectators their particular nature, had alienated citizens as According to Lanier, big mass media, because of

10-

with digital technology in general

passivity of people on the Internet, as well as claimed to be surprised by the still high level of (very) interesting You are not a gadget, he

supply for labour training more fit to the labour that would have its equivalent in a demand and enable a demand and supply of trained workers

market needs. The historical claims of employers

("we want the universities to produce more

11 -

**'** 

6-