

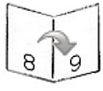
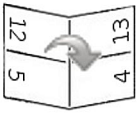
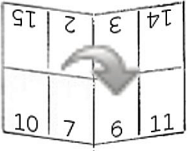


HOWTO PLIEGO (Read before printing :)

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!



(Sheet 10 should touch 11 after the 1st folding, then 5 should touch 4, and finally 8 touches 9).

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>



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<http://ictlogy.net/2010/10/13-deinstitutionalizing-education/>

<http://ictlogy.net/2010/10/19-from-non-formal-learning-to-casual-learning/>

<http://ictlogy.net/2010/10/25-new-learning-contents-and-platforms/>

Retrieved 2nd November 2010

From non-formal Learning to casual Learning

New Learning contents and platforms

(3 posts from <http://ictlogy.net/>)

be part of a stage of life to become something that takes place all throughout life. Before these challenges, we should start to consider how to get education to citizens anytime and anywhere. It might well be that after a first step (or expansion) of formal education into formal education, be followed by a second stage that goes from non-formal to informal education, to casual education. If museums, libraries, workplaces, communities of practice, etc. are now part of non-formal education, thanks to the technologies that enable the learner's mobility, the ubiquity of content and experts, the possibility of an augmented reality, semantic contexts and artificial intelligence... it should be possible to anticipate the citizens' training needs (and

human capital from which you will profit later on, as it is now easier than it was before". In the case of education as a builder of people as citizens, things get more complicated: because of its nature as a public good (we all want it but we have no incentive for bearing its cost), demand for it will probably not increase. And, as it is divorced from the demand for education as workforce training, it will be even more difficult — in this short-term- and economics-focused world — justify the investment in training for citizenship. To add up to this problem of underestimating the training for citizenship vs. the training of workforce, we find that the changing environment brought about by the digital revolution makes the need for training — as citizens, as workers — something that ceased to

libraries, it became obvious that it was better that people should live (and work) around them. Schools and, above all, universities were built around the books that contained all knowledge. The next logical step was the concentration of trainees (students) around the wise men who were concentrated (in turn) around books. If we have schools and universities, among other things, it is because it is an efficient way to distribute knowledge: by physically concentrating it concentrate. In a digital economy, neither the books are rare (because they can be copied virtually to zero cost), nor access to them is costly (because we do it by browsing the Internet from home in our slippers). And the same with access to the "wise men": we've got their classes and lectures on YouTube, their presentations on Slideshare, their

being wrong. In his Carta a los editores de libros de texto (Letter to the textbook publishers), professor Jordi Adell argues why the textbook as a closed and immutable object is at odds with a society (and a school) where digital content is created, transformed and constantly destroyed. In a similar train of thought, the advisory board behind the Informe Horizon: Edición Iberoamericana 2010 (2010 Horizon Report: Iberoamerican Edition Released) identifies six major trends to watch in the future of education:

1. Collaborative environments.
2. Social Media.
3. Open content.
4. Mobile technologies.

even training wills) and situate education where it is going to be required. Strategies for product placement or contextual advertising have evidenced their power to sell products and services. Why not trying training, citizen training? Why not integrating it into the daily life, in the everyday life of citizens?

New learning contents and platforms

In an interview with Jaron Lanier, the author of (very) interesting You are not a gadget, he claimed to be surprised by the still high level of passivity of people on the Internet, as well as with digital technology in general.

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

Deinstitutionalizing education

In 1971, Ivan Illich published *Deschooling Society* in which he criticized the creation of “educational funnels” through which all students do have to pass to receive universal education (universal in many ways). While the industrialization of education has had positive effects, it is also true that its origins belong to a specific place and a specific time: the industrial society. In the new digital economy, many of the ancient physical barriers have disappeared. Digital goods

should train people as citizens responsible for their actions and free to do them upon the agreed social contract. Both have been solved traditionally with a combination of school, professional training and universities. With a variable combination according to the needs, but all in all within a common set of possibilities. In a future that is already present, the possibility of deinstitutionalizing education (especially in regard to educational institutions) is likely to enable a demand and supply of trained workers that would have its equivalent in a demand and supply for labour training more fit to the labour market needs. The historical claims of employers (“we want the universities to produce more specialists and fewer generalists”) will have a logical answer: “let yourselves also invest in

doing, collaborative learning environments, personal learning environments, communities of practice... Should we start a debate? From non-formal learning to casual learning Education has two main purposes whose natures are very different. On the one hand, education should train the people that are in the labour market, it should train people as workers (let us note here the surprising expression of “training the future employees”, which excludes all present workers from the need of further education). Moreover, education should train people as people, if you'll forgive the repetition. That is, it

are not scarce, but can be created, copied and distributed with little cost. Also, transaction costs, coordination between agents have also fallen to negligible levels in recent years. And many institutions are faced with the dilemma of whether to adapt or become extinct. Educational institutions — schools, universities, professors, publishers of educational materials, etc. — are some of them. While on an industrial society, knowledge was embodied in (a) books and (b) “wise men.” The first ones were scarce, as reproduction was expensive. Furthermore, accessing each and 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 people that consulted the books travelled to

Information and Communication Technologies, with their versatility and very low cost (both in matters of access to infrastructure and, relatively, in terms of learning curve to master their usage) should have brought a creative and communicative shock that would turn upside down the pre-digital landscape of television, radio or the printing press. However, despite the undeniable revolution of the Web 2.0, in most cases we have but changed of screen which we now use for the very same purposes as before. In educational environments, it is quite true that we talk more about interactivity than about creativity, and the difference is not a minor one.