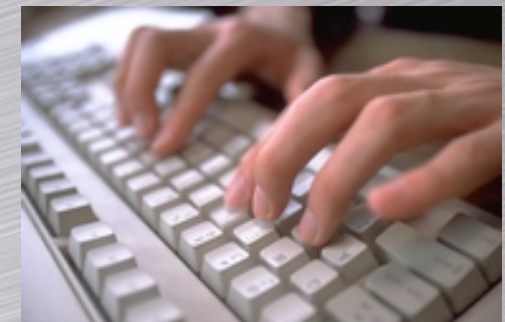




Education & Training Visions



Professor Steve Molyneux
e-Learning Futurist
Director
Learning Lab

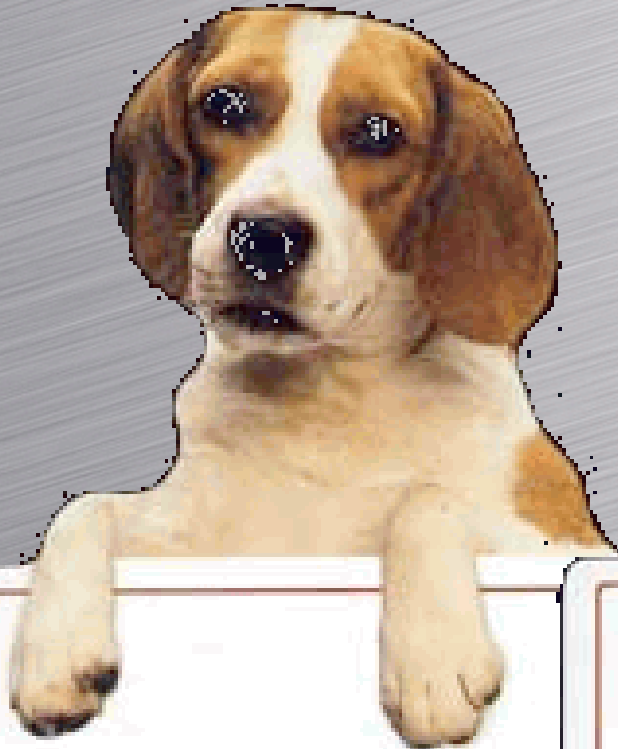
Predicting the future

The future belongs to the unreasonable ones, the ones who look forward not backward, who are certain only of uncertainty, and who have the ability and the confidence to think completely differently.



The point is not to predict the future but to prepare for it and to shape it

Predicting the future



“This ‘telephone’ has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us.”

Western Union Memo
187



“Who the hell wants to hear actors talk?”

Warner Bros. Founder, 192



“I think that there is a world market for maybe five computers.”

Thomas Watson, Chairman
of IBM,
1943

A World In Transition

Rates of Change

Mega-Trends



Networking



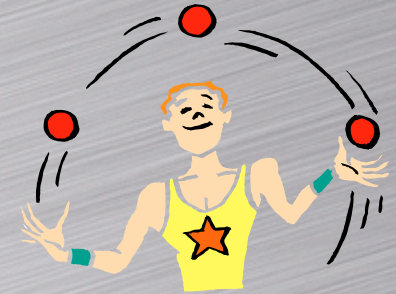
Globalisation



Wealth



Knowledge Society



Individualisation



IT / Digitalisation



Ethos, environment, health



24-hours society

The rate of technology adoption

Radio								
TV								
Cable								
Web								

4

14

17

38

Years to reach 25 Million Subscribers world-wide

You don't believe me... right?



1974

2004

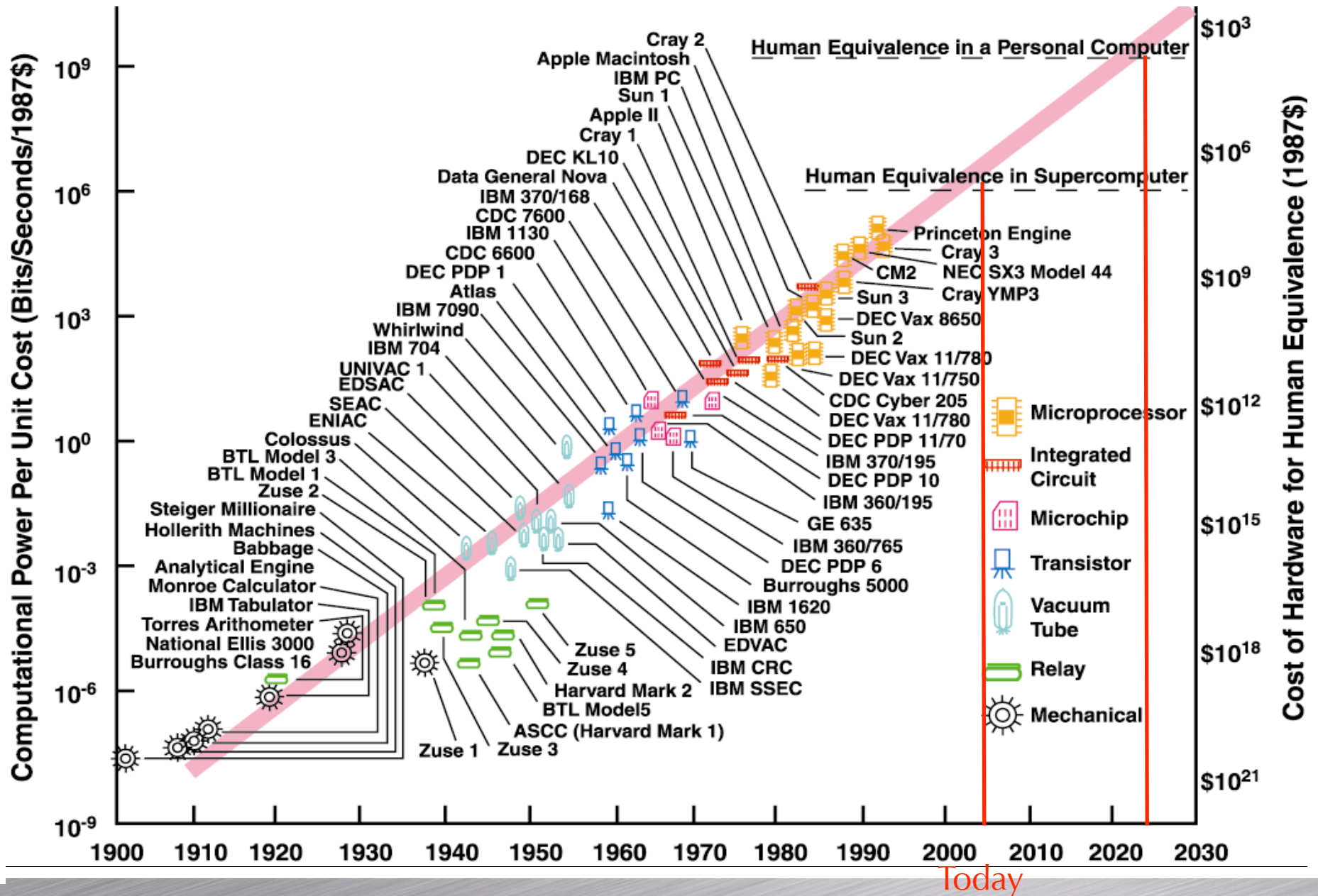
A World In Transition

Driving the Digital Revolution

The power of storage



The power of processing



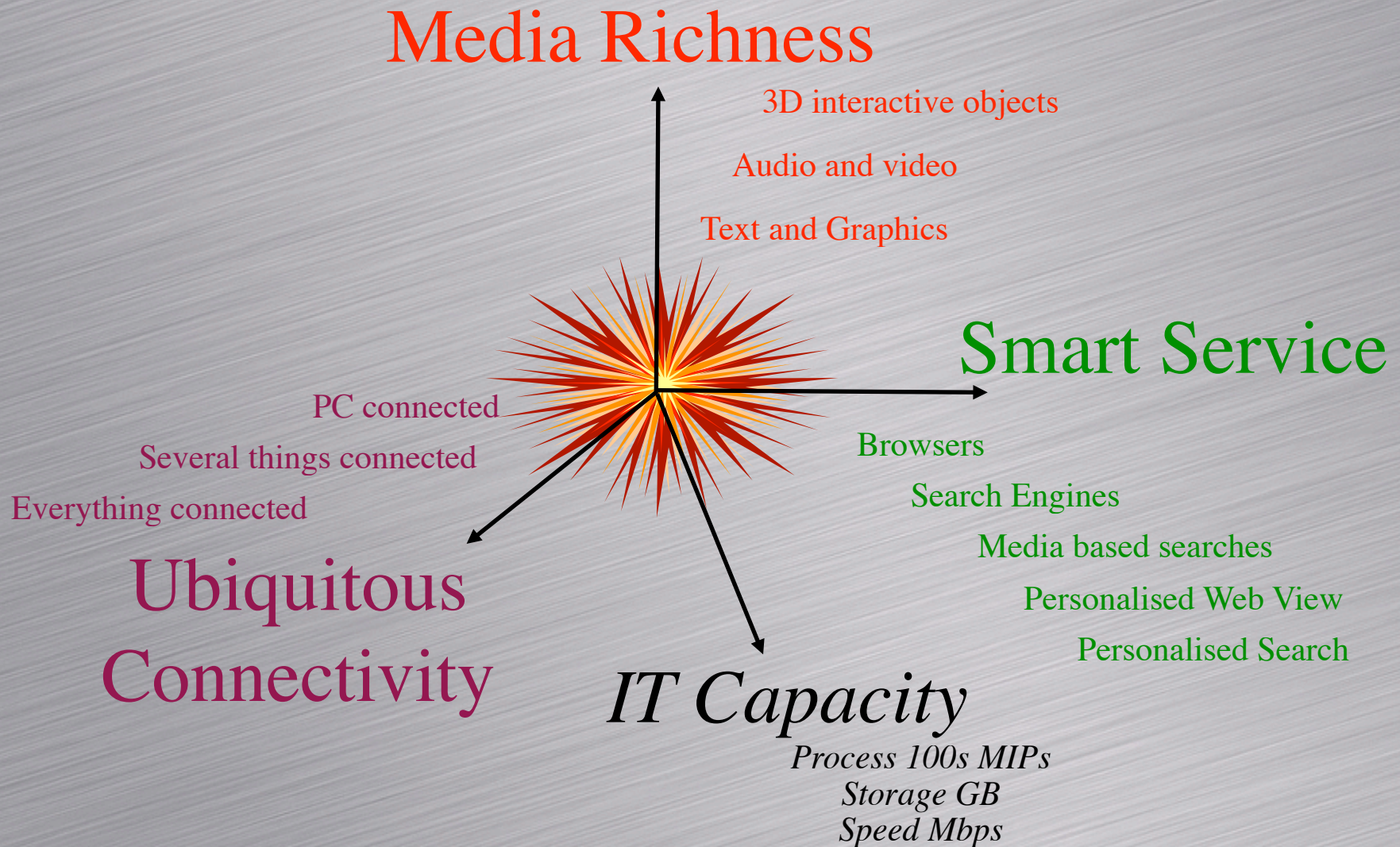
The power of bandwidth

Scientists at the Stanford Linear Accelerator Centre used fibre-optic cables to transfer 6.7 gigabytes of data -- the equivalent of two DVD movies -- across 6,800 miles in less than a minute.



March, 2003

The power of the Net



The power of participation

We all know the numbers:

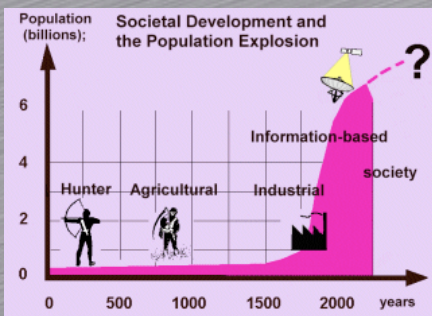
- Web Content doubles every 40 days
- 50 new psychology papers published daily
- Internet usage increasing
- Almost 50% of UK population are Internet Users (33.11 Million)
- Worldwide Users

2004 - 934 Million

2005 - 1.07 Billion

2006 - 1.21 Billion

2007 - 1.35 Billion



The power of community

The interactive properties of e-learning are capable of creating a **community of inquiry** that is independent of time and space and with the combination of **interactive and reflective characteristics** that can stimulate and facilitate a level of **higher order learning** unimaginable to date.

A World In Transition

The Knowledge-Economy

What is it?

1750-1880

Pre-Industrial

Agriculture
Fishing
Timber
Mining
Oil
Gas

1881-1980

Industrial

Energy, Transport and
machine technology
for Manufacturing

1981-

Post-Industrial

Telecommunication
Computers
Information
Knowledge

Changing skills requirement

Industrial Economy

Status Quo

Labour v. Management

Cost

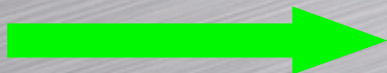
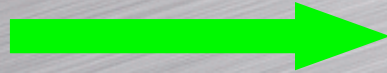
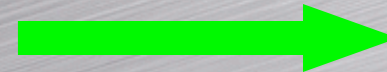
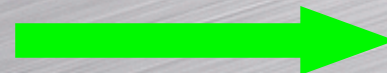
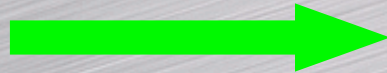
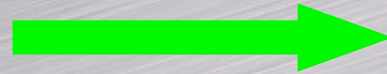
Local/National

One-size fits all

Just-in-case

Isolated

Four-year degree



Knowledge Economy

Dynamic

Collaboration & Cooperation

Return On Investment

Global Network

Tailored Programmes

Just-in-time

Virtual Learning Communities

Forty-year Degree

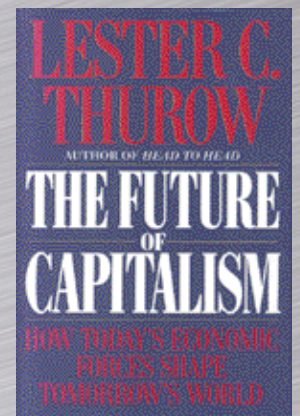
The competitive edge

“In an era of man-made, brain-power industries, those who win will learn to play a new game with new rules requiring new strategies and new skills.

Technology is making skill and knowledge the only sources of sustainable strategic advantage.”



Lester Thurow
Professor Of Management & Economics
MIT



The Ill-prepared Organisations

Research from IBM and Forrester, Sept 2004

- 🌐 93% of organisations surveyed state that skills development is crucial or important
- 🌐 Only 30% of small and 25% of large organisations have a dedicated a skills development programme in place
- 🌐 On average organisations spend only 0.05% of turnover on skills development
- 🌐 IT ranked 1st in the skills required, especially in the use of collaborative and communication tools but 60% of these stated that their current training does not accommodate this.
- 🌐 90% of those surveyed cite IT literacy as very important or critical to the business, yet a quarter of those surveyed felt their organisation's grasp of IT was not adequate
- 🌐 45% reported having no e-Learning Strategy, 30% reported having not implemented any form of e-Learning solution
- 🌐 75% of those surveyed believe training poses a risk to the organisation in terms of the potential of employees moving on
- 🌐 Only 20% of the organisations surveyed rate academic (as opposed to vocational) skills as important

Sample of 5000 large & small organisations

A World In Transition

Of Natives & Immigrants

The Digital Native

Digital natives are used to receiving information really **fast**. They like **parallel processing** and **multi-tasking**. They prefer their **graphics** before their text rather than the opposite. They prefer random access (**hypertext**). They function best when **networked**. They thrive on **instant gratification** and **frequent rewards**. They prefer **games** to “serious” work.”



Learners have changed radically. Today's learners are no longer the people our training departments were designed to support.

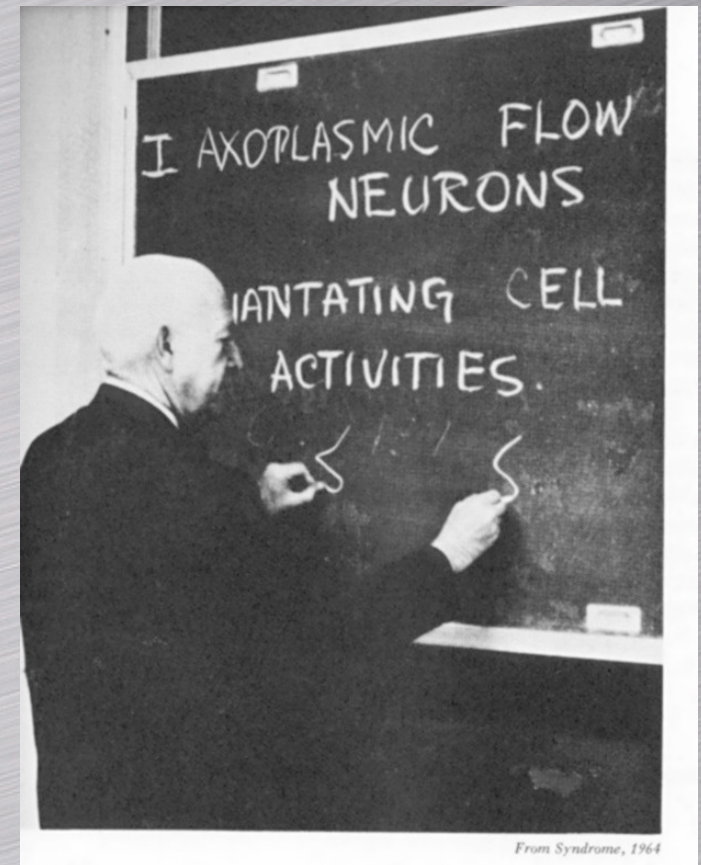
Prensky 2001

Digital Immigrant

Digital Immigrants learn-like all immigrants, some better than others to adapt to their environment. They always retain, to some degree, their "**accent**," that is, their foot in the past - where they feel comfortable.

The "digital immigrant accent" can be seen in such things as turning to the **Internet** for information **second** rather than first, or in **reading the manual** for a program rather than assuming that the program itself will teach us to use it.

Many of today's educators were "socialised" differently from their students, and are now in the process of having to **learn new skills and new techniques**.



A World In Transition

The impact on Education & Training

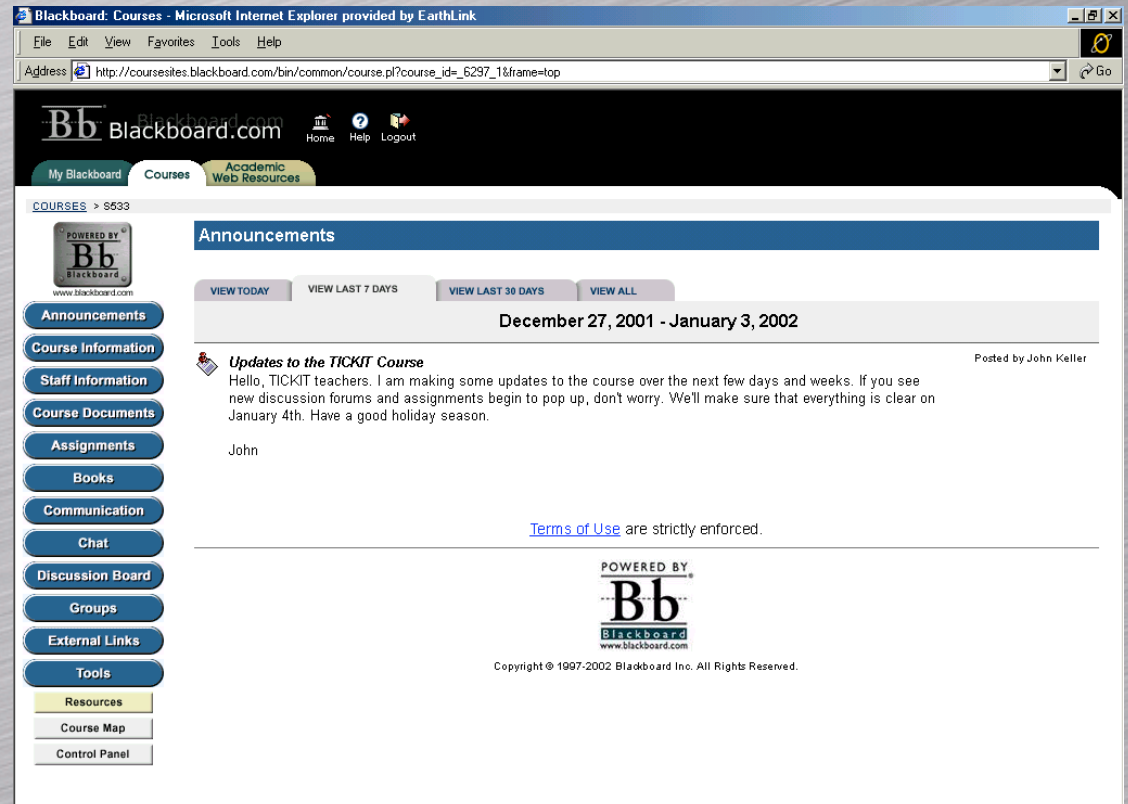
Has much changed?



Has much changed?





Have we really moved forward?



We are very good at boring Students in a classroom

Why are we trying to do the same on-screen

Automation vs. Innovation

-  Automation
Streamlining and improving existing practices, activities and organisations
-  Innovation
Bringing about change and introducing new ways of working

The way ahead

Stage 3

Doing new things in new ways - **This is what to do now!**

Stage 2

Doing more of the same with less effort - **Done That!**

Stage 1

Doing old things in a new way - **Been There!**

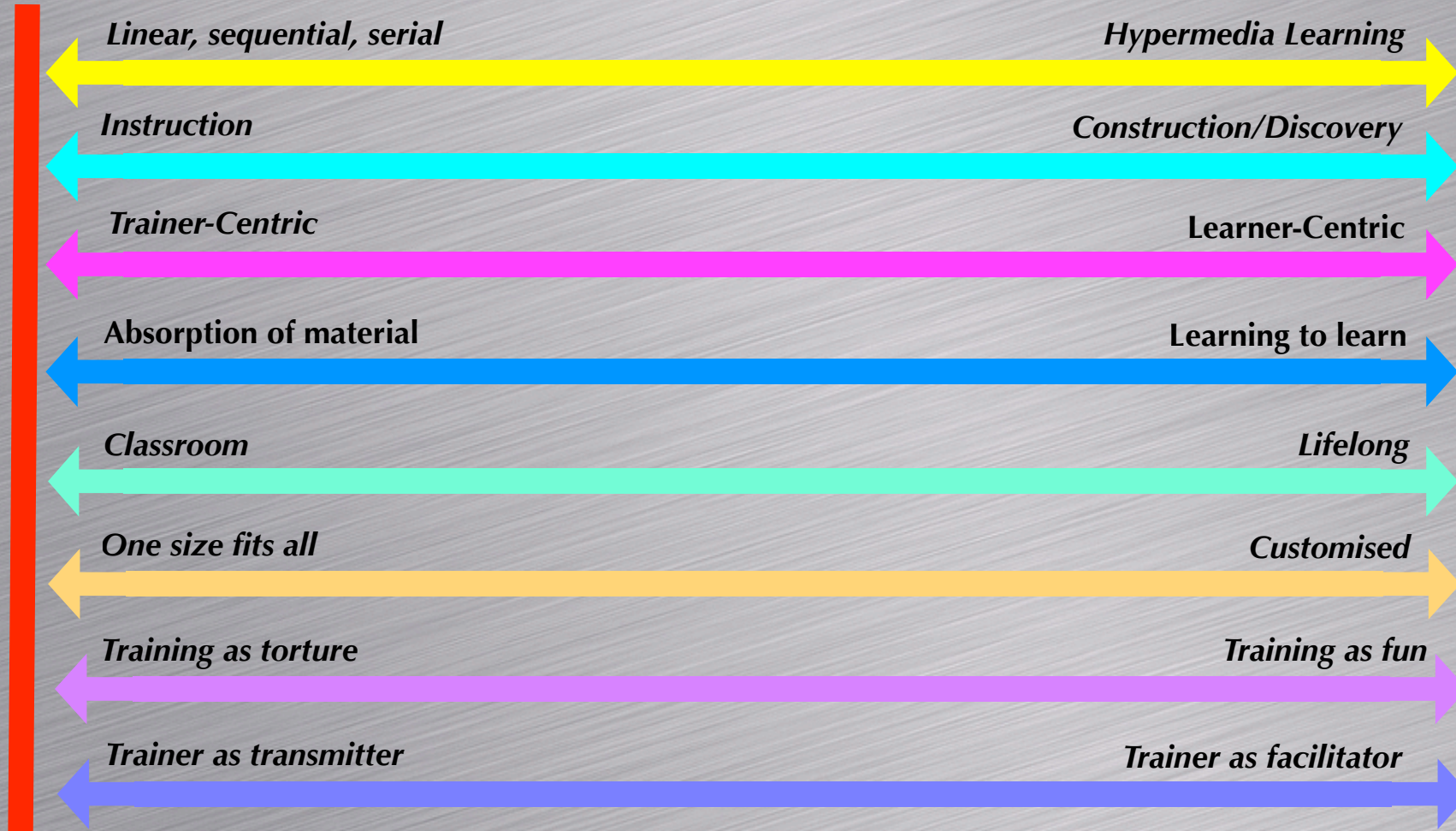


- Increasing need for radical organisational change.

Rethink delivery

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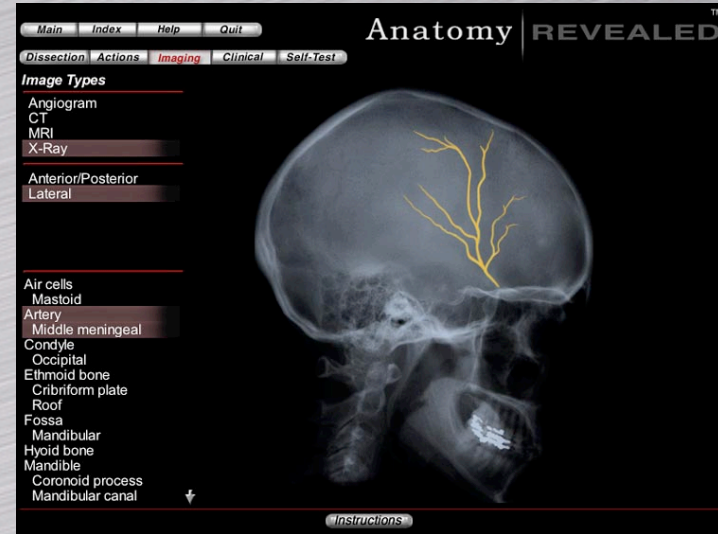
Rethink the educators role

The Content + Support Model: The materials are designed not only to deliver the knowledge and skills content, but also the teaching. The role of the educator is as a **mentor**.

The Resources + Guidance Model: The materials contain the knowledge and skills information but are not structured as a teaching programme. The educator guides the learning process as a **teacher**.

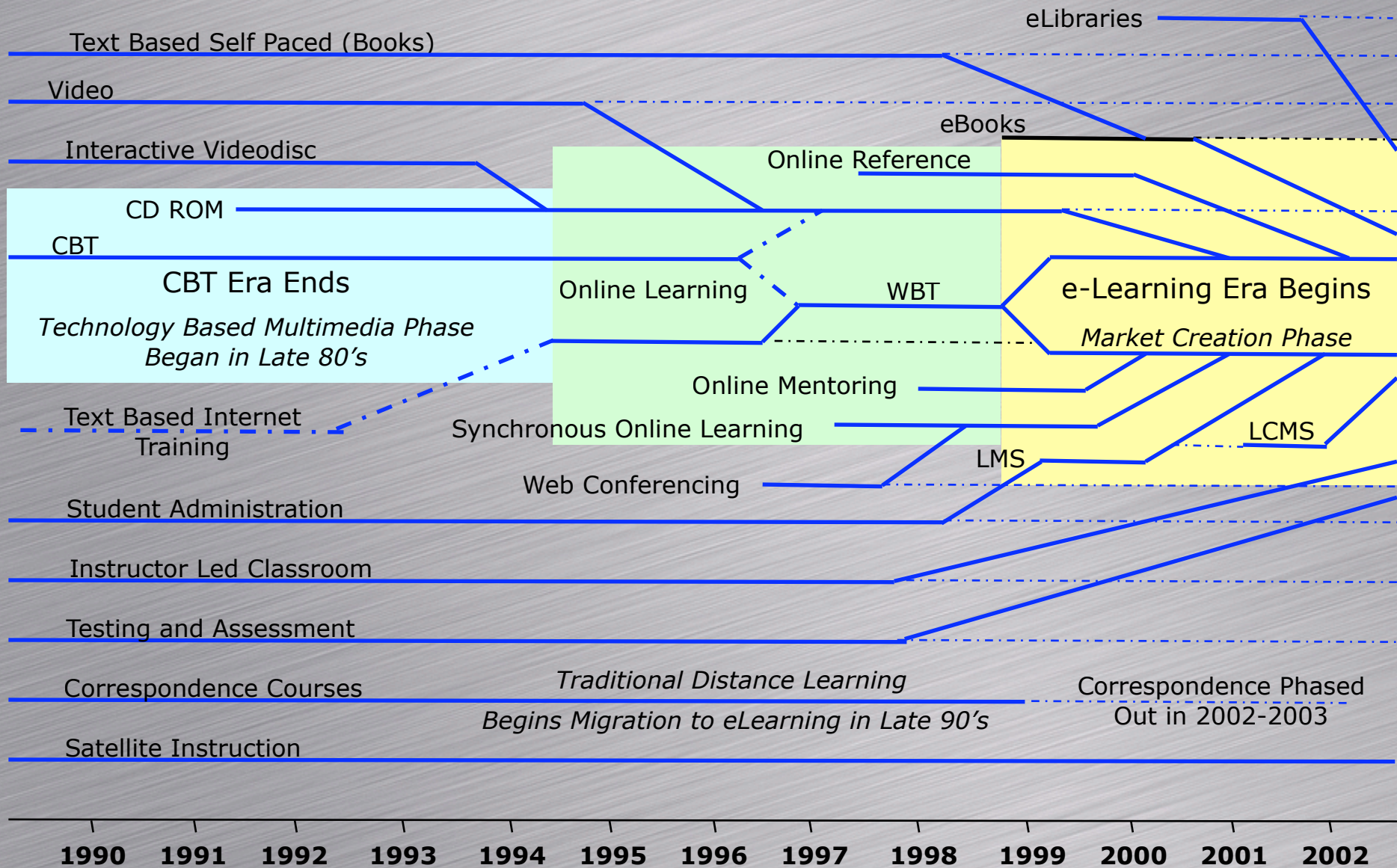
The Social Constructivist Model: Limited pre-prepared materials. Students collaborate and have considerable discretion in sharing experience, identifying their needs and finding solutions. The role of the educator is as a **facilitator**.

Rethinking the content



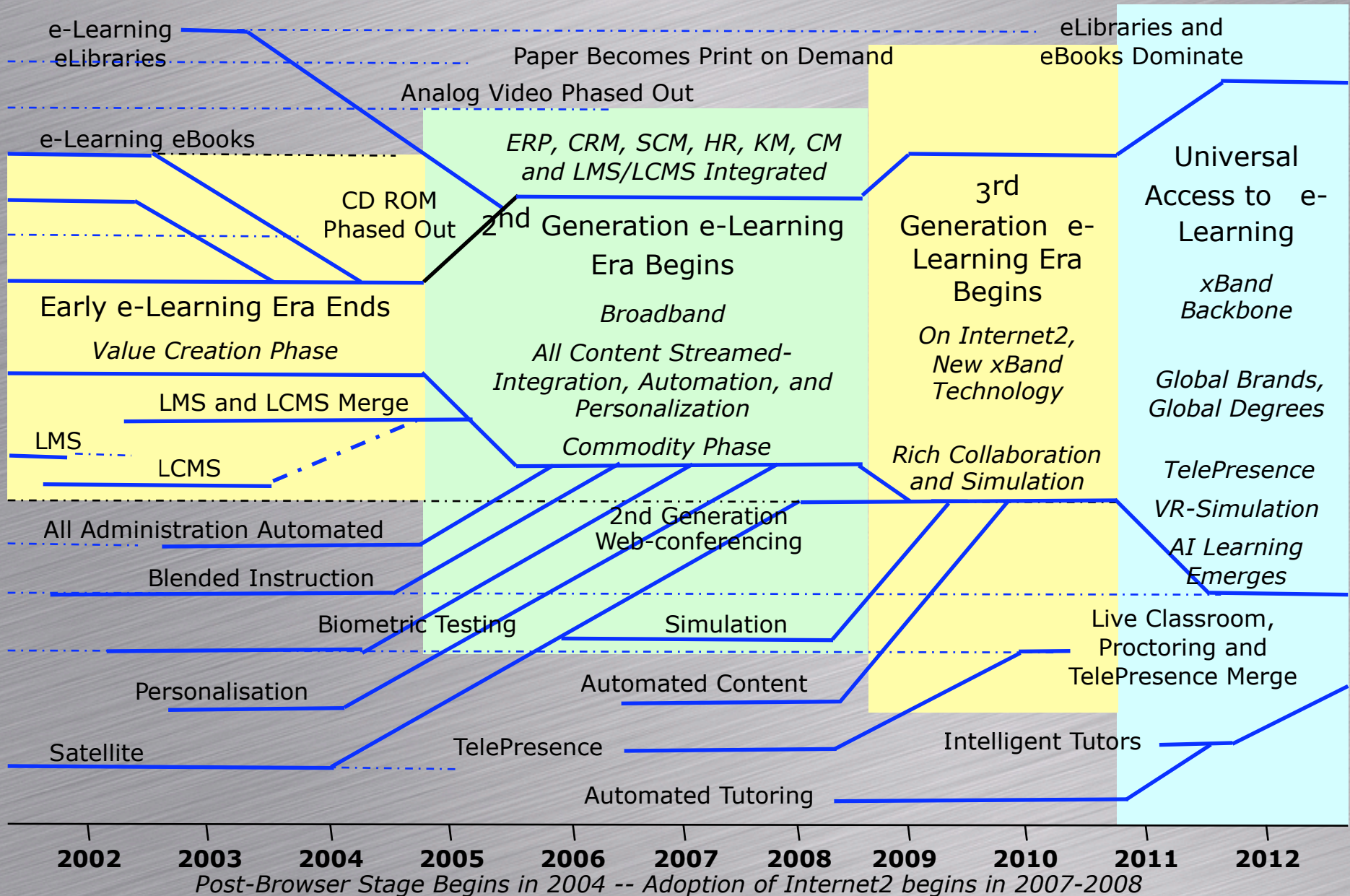
Using the technology for what it does best.

The e-Learning era (Part 1)

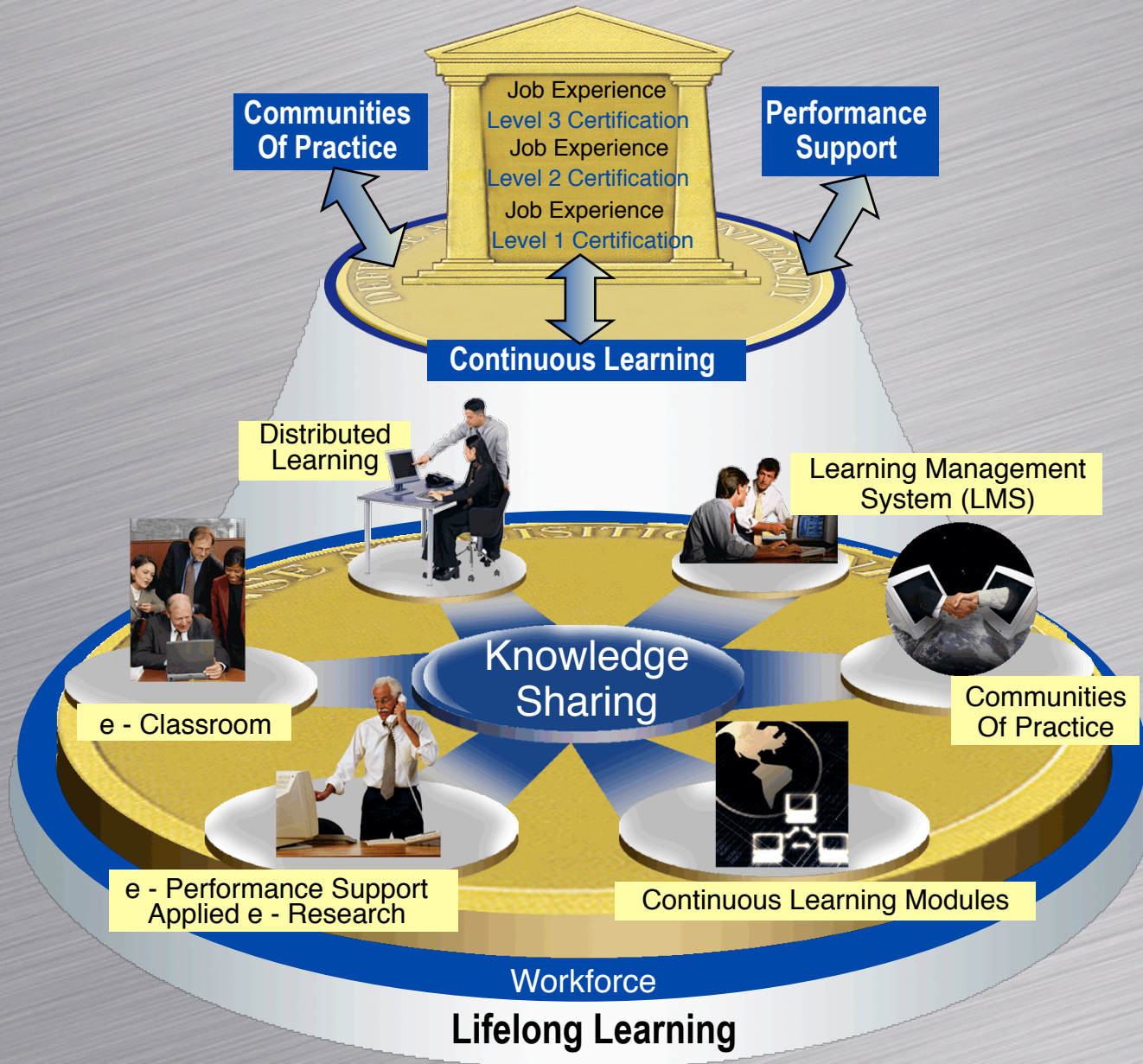


Universal Adoption of World Wide Web on Internet1 began in Mid 1990's

The e-Learning era (Part 2)



The new Learning era



A World In Transition

Are we ready?

Riding the Hype-Cycle

Irrational Exuberance

“This New Technology will solve all our problems”

Manic Depression

“This technology is useless! Why won't it do what the salesman tells me it does?”

Sane, Steady Adoption

“Hey, when applied properly, this new technology delivers real benefits to my organisation.”

Value for money?

Why have most public sector e-Learning initiatives failed at great expense to the Taxpayer.

**No
Big
Vision**

**Not invented
here syndrome**

**More pilots
that the RAF**

To name but a few.....

**Too many
cooks**

**Automate
not
Innovate**

**Let's do our
own thing**

Success n.

1. The achievement of something desired, planned or attempted.
2. Putting the right people in the right place at the right time with the right skills with the same vision and letting them get on with it.

Vision

Purpose

Funding



The right stuff is driven by vision and fueled by purpose. Technology fit for purpose is an outcome not a driver.



Thank You



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