Harnessing Collective Intelligence from within Mobile Learning Apps

A path towards designing better Futures

Yiannis Laouris

Future Worlds Center

NETS University

2014 eLearning Innovations Conference

as we know them

~~Schools! A thing of the past?~~

NO

In the near future….

The “what”, “how”, “when” and “why” we learn are going to fundamentally change

We can design our future!

The future is not something we enter but something we create

Your task is not to foresee it but to enable it

The future depends on what you do today

The future belongs to those who believe in the beauty of dreams

Study the past if you want to define the future

The best way to predict the future is to invent it.

Life can only be understood backwards but it must be lived forwards

The future starts today, not tomorrow

The future is there looking back at us

European Commission

DIGITAL AGENDA FOR EUROPE

FUTURIUM

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AT N.E.T.S. WE DESIGN FUTURE SOCIETAL SYSTEMS

We believe that society can and should design its own future.

Digital Task Force

Foresight Workshop 2050

DG CONNECT

19-20 June 2014

We started out with 10 themes

1. *The path towards singularity: How will human-enhancements technologies, human-machine convergence, cyber-physical systems and artificial intelligence affect humanity, industrial innovation and society?*
2. *The emergent Consumer Internet Economy: How are content co-creation, hyper-connectivity and big data transforming the media sector?*
3. *The evolution of learning and education: How can advanced ICTs (e.g. mixed reality and presence technologies, gaming, etc.) improve learning and education, making them more inclusive and delivering the skills of the 21st century?*
4. *The path towards new economic models: How can future ICTs experiment with and prototype new economic concepts to help find solutions to the long-tail effects of the systemic crisis?*
5. *The evolution of the web's architecture: How will the advent of the Internet of Things affect the evolution of the web (which was conceived to transfer hypertexts between clients and servers)? Could new technological needs generate new opportunities for EU industry?*
6. *The prospects of a "do-it-yourself" innovation ecosystem: How will the advent of open hardware and software, and the "commoditisation" of 3D printing change manufacturing, innovation and the roles of producers and consumers?*
7. *The societal and economic impacts of robotics: What is the impact of advanced robots and automation on economy and society and the related non-technological aspects?*
8. *Digital agriculture and food: How will the Internet of Things, Big Data and cloud computing influence processes and productivity in agriculture from farm to fork?*
9. *Digital art and science: How will ICTs transform and benefit from the arts and sciences?*
10. *Governance and policy-making: How will the internet and social networks transform governance and policy-making?*

Theme 3 – The evolution of learning and education: How can advanced ICTs (e.g. mixed reality and presence technologies, gaming, etc.) improve learning and education, making them more inclusive and delivering the skills of the 21st century?

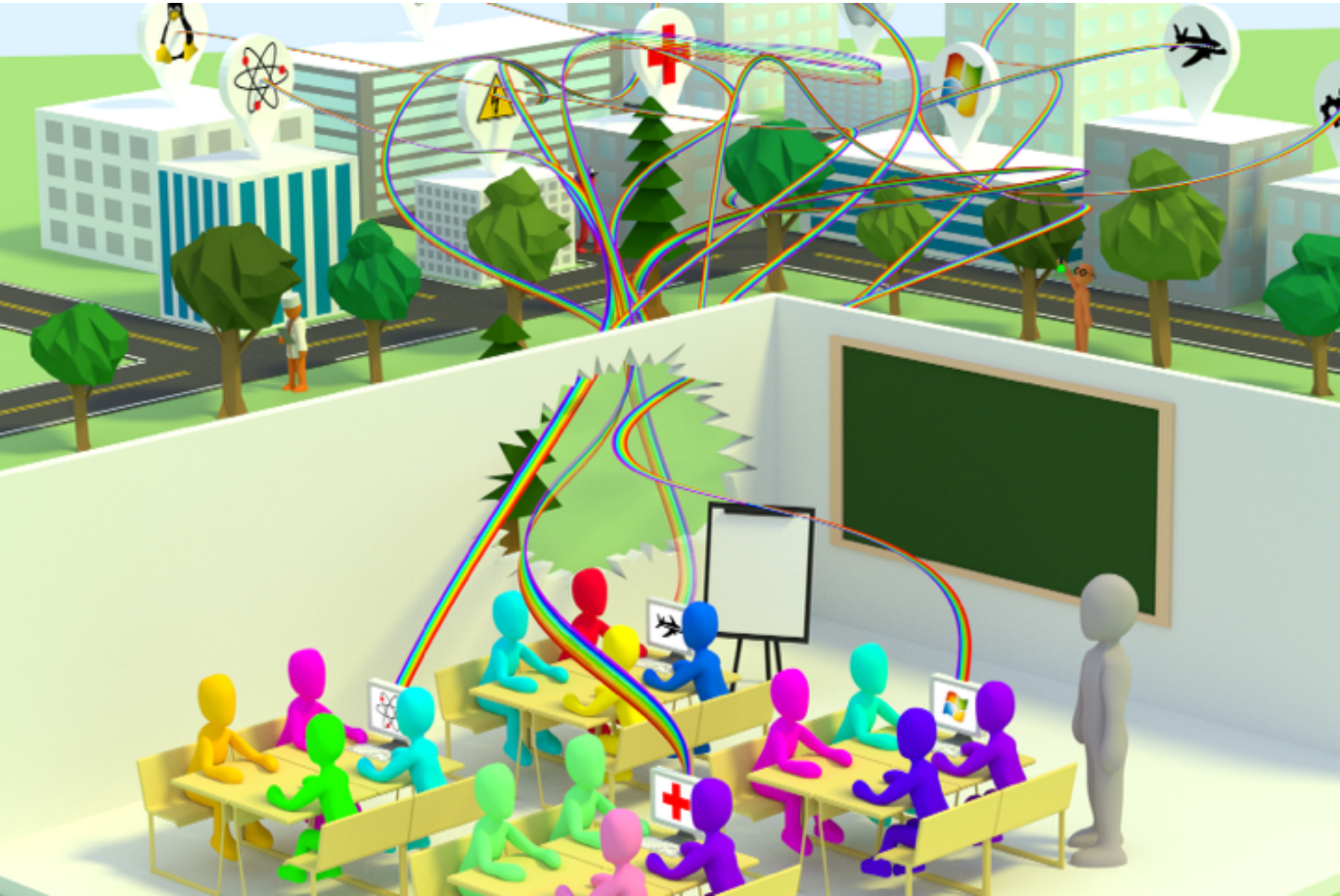
European Commission

Break down the walls

- Classroom walls
- School perimeter
- Geographic walls
- Subject-domain walls
- Walls between teacher-learner
- Walls between school and real world
- Time-space walls

How we grew up in the 20th century

How kids grow up in the 21st century



How its becoming

How it should be

Its not about making it happen

Its about letting it happen

A dream for Africa

"… re-define the **tools**, **methods** and **purpose** of education, in light of relevant socio-, techno-, economic changes"

The "what", "how", "when" and "why" we learn are going to fundamentally change

“the dream” 1991

- We envisioned that introducing advanced computer technology in the lives of a critical number of young children using an educationally responsible, socially relevant and peace-enhancing curriculum would allow us to “transcend” the country’s educational and political life and move the new generation a decade ahead.

The vision statement

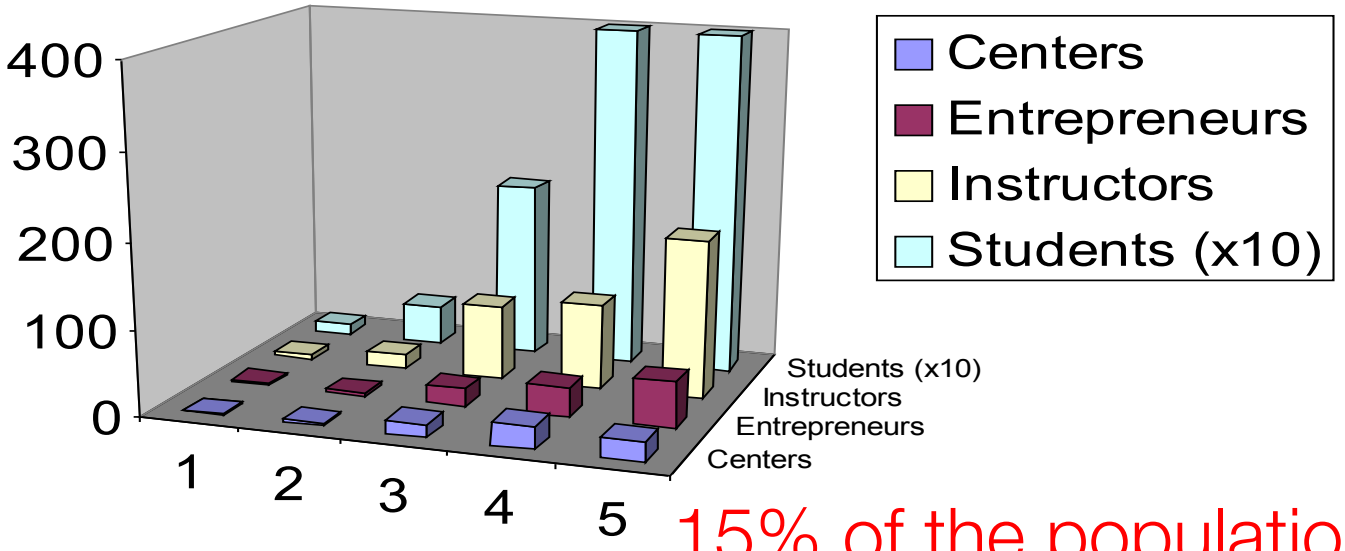
"… to re-define the **tools**, **methods** and **purpose** of education, in light of relevant social change"

Ever-changing technologies

CYBER KIDS Method

Back to philosophy Learning=food, pleasure

Expansion of Cyber Kids



15% of the population!!

Email me for access and copies

laouris@futureworldscenter.org


CYBER

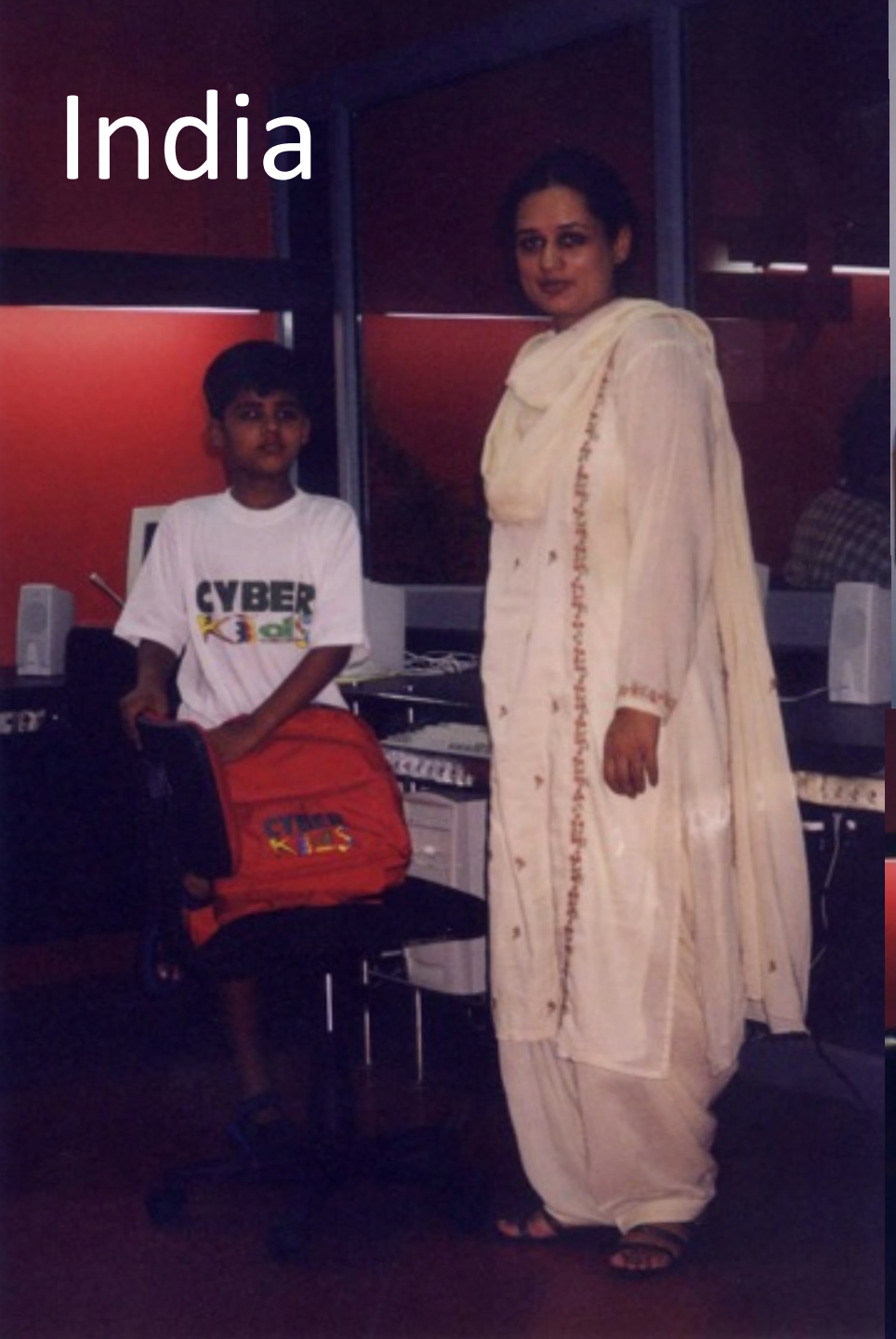

CYBER Kids
THE TICKET TO THE 21st CENTURY

Egypt

Jordan

Bulgaria

India



It is not about arguing for the superiority of child-centered educational paradigms, but how to design the best possible environments and methodologies to maximize the benefits of its implementation.

Teams construct knowledge during project-driven social interactions

A facet of the CYBER Kids method

Yiannis Laouris
Cyprus Neuroscience and Technology Institute

The educational model of the twentieth century has become obsolete partly because we did not pay enough attention to facilitating interaction and collaboration between learners and partly because it has been rendered irrelevant to real life. The replacement of the teacher-centered paradigm with the child-centered paradigm is not a sufficient condition for promoting collaboration, and it does not, by itself, encourage more interactions between individual learners. Interactions require structured methodologies, and collaboration requires a purpose. In this chapter, we highlight how a project-driven construction of knowledge is achieved when (1) projects are socially relevant, (2) projects are carried out as group activities, (3) technology serves to create the learning space, and (4) structured methodologies facilitate meaningful, well-organized interactions between the members of the project team.

Laouris, (2014). Teams Construct Knowledge During Project-Driven Social Interactions: A Facet of the CYBER Kids Method. In: Feller, Sebastian and Ilker Yengin (eds.), Educating in Dialog. Constructing meaning and building knowledge with dialogic technology, John Benjamins Publishing Company, 111-131.

A dream for Africa

A dream is powerful when it is shared

- Curriculum declared “public domain”
- Contact me for collaborations
- Replicate the experiment at larger scale
- Go Mobile
- Develop a local, bottom-up vision

Envisioning and Designing the Education of Tomorrow

The Science of Dialogic Design

From the Athenian Agora

to the Club of Rome

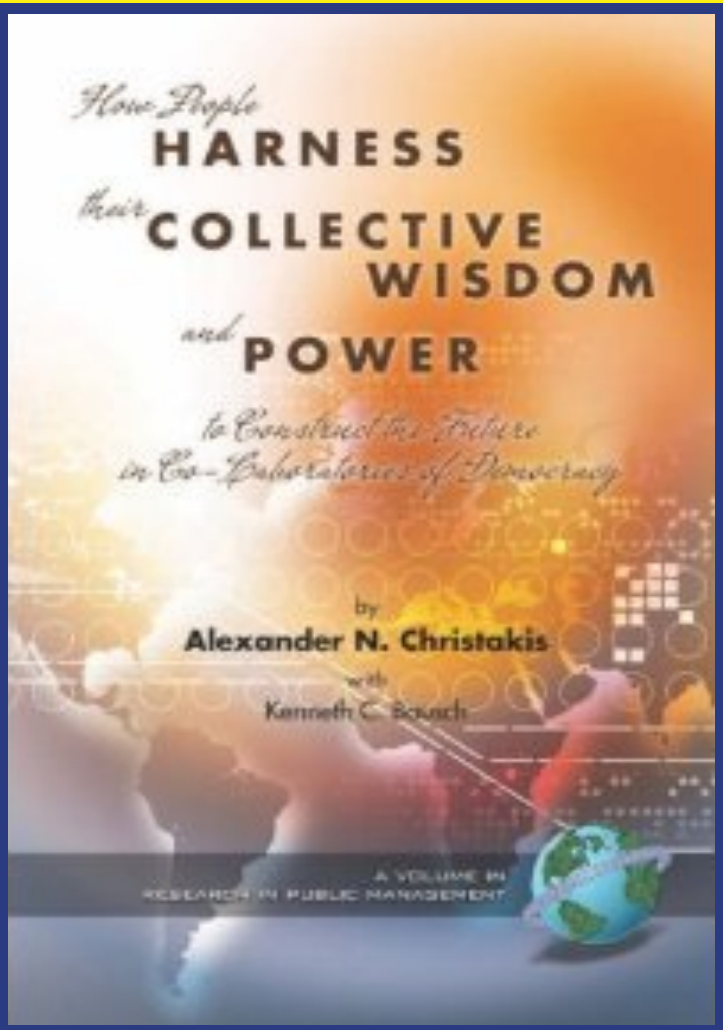
to the Information Age

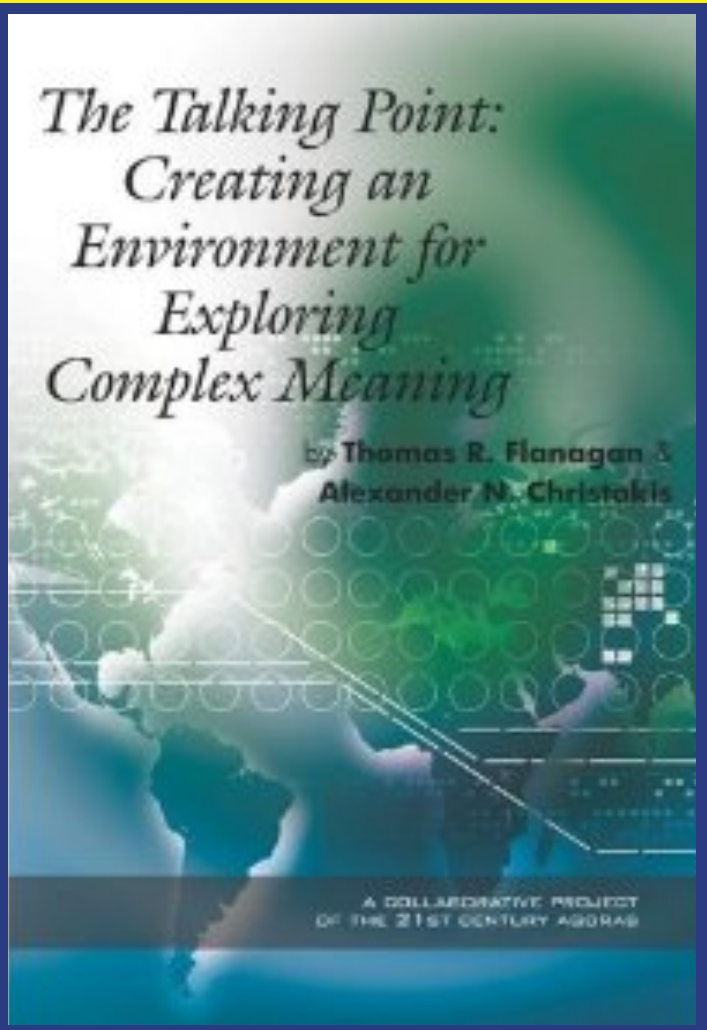
Harnessing Collective Intelligence and

Collective wisdom

"The science of dialogue is truly a science that enables people from all walks of life to become 'systems thinkers.' This is the sole rationale for its invention and evolution."

-Aleco Christakis



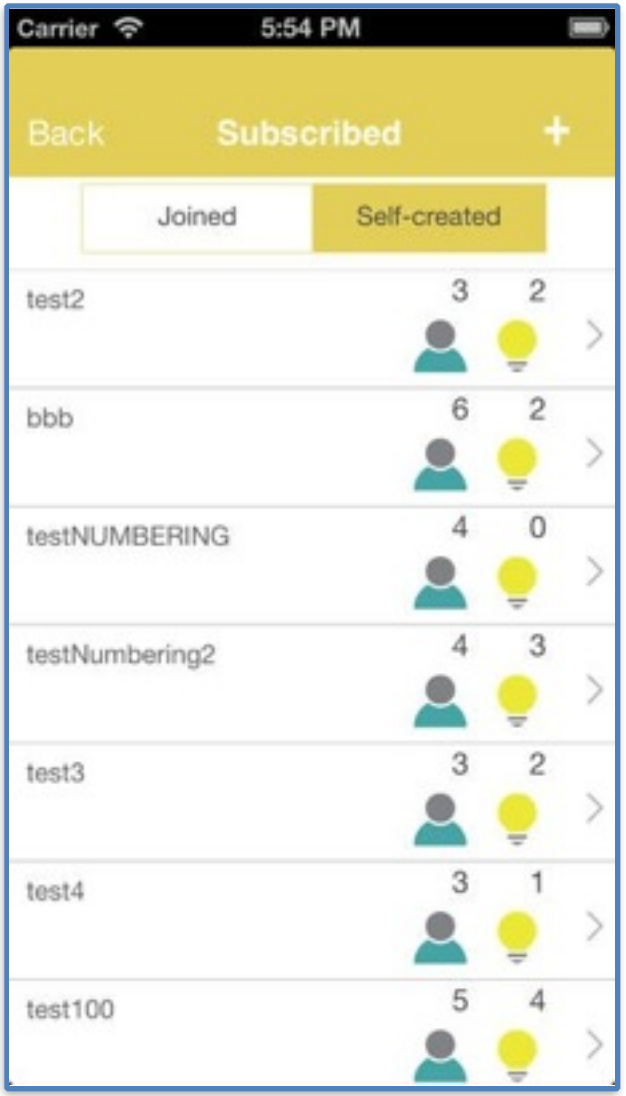


IDEAS have properties

- They are Responses to a Triggering Question
- Have a Father/mother
- Coded with a Number
- Have CONTENT
- Belong to CATEGORIES
- Have short clarification
- No idea should be LOST (Documentation)
- Ideas GROW (when discussed)
- Search for similarities
- Search for influence of one idea on another

Idea Prism


Carrier
9:14 PM
Idea Prism
Email
Password
Log In
Sign Up
Forgot your password?


Carrier
5:54 PM
Back
Subscribed
+
Joined
Self-created
test2 3 2
bbb 6 2
testNUMBERING 4 0
testNumbering2 4 3
test3 3 2
test4 3 1
test100 5 4

Carrier 1:32 PM

Main Menu

Context

Triggering Question

Idea Beamer

Idea Viewer

Idea Management

Idea Generation

Classification

Voting

Mapping

Reports

Leave dialogue

Dialogue Settings

Carrier 1:33 PM

Back Idea Management

Stella Lambis 1

2014-02-13 07:02:43

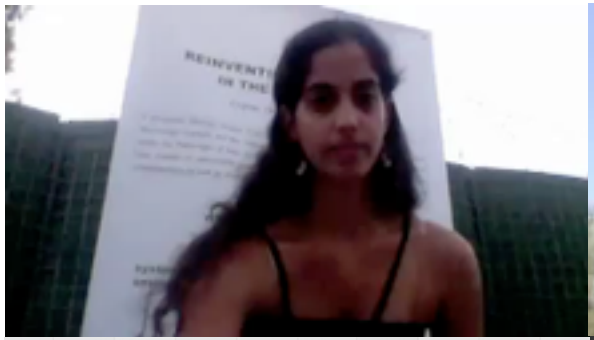
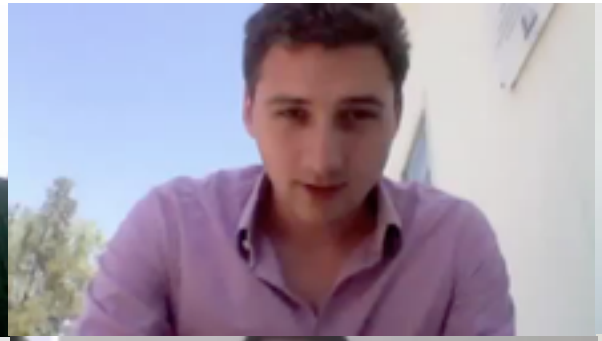
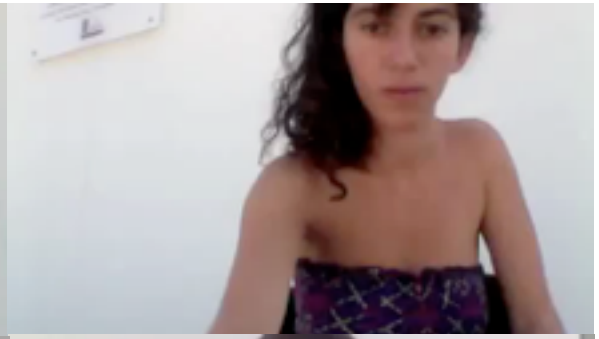
The speed of learning

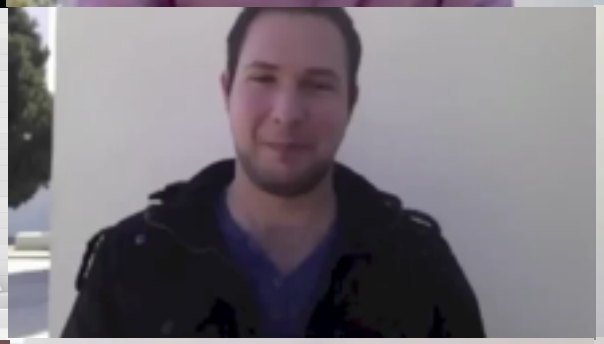
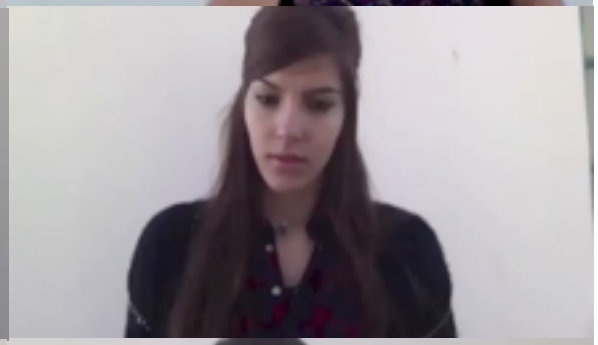
Every student is different. We must take into account individual differences in speed of learning, but also we must figure out the ideal conditions for every one..

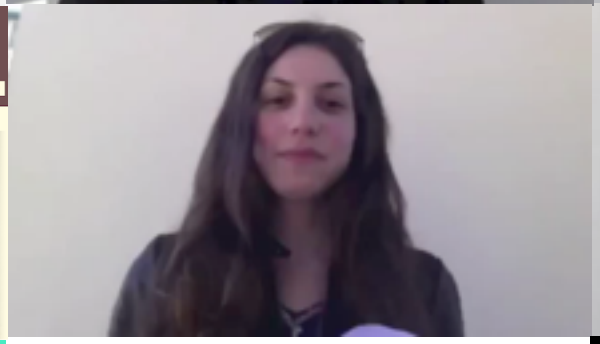
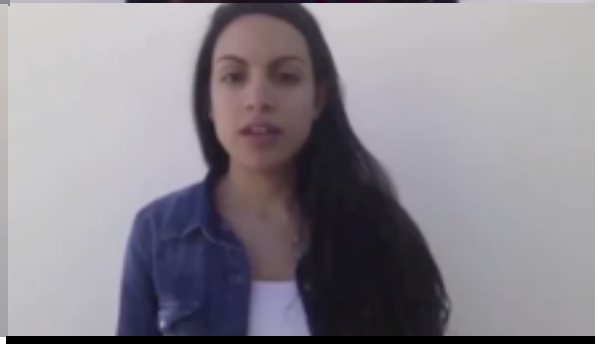
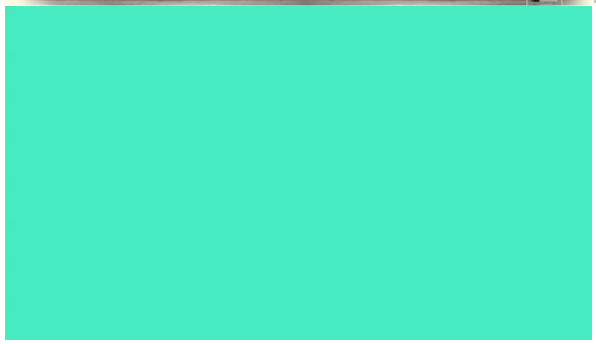
Ask Question

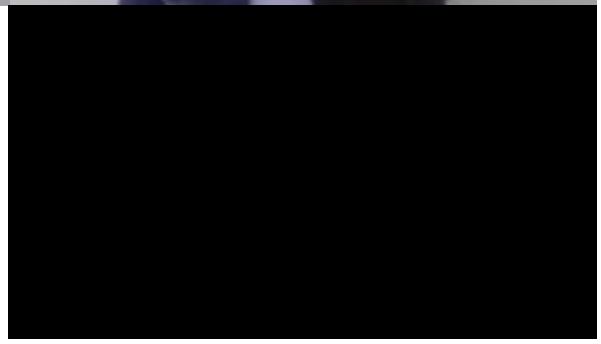
Request Better Clarification


Level I
Idea 62: The children will feel comfortable in the classroom regardless of race and home country
Idea 74: The various folkways of each country will be able to pass on from country to country
Level II
Idea 68: At religious education we will learn about our own religion, but also about other religions
Idea 13: Every week they will learn something new from different cultures
Idea 38: The children will not be treated as visitors
Level III
Idea 3: Every child should have the chance to be taught his/her mother tongue
Idea 28: The children that speak a different language will participate in extra lessons for Greek as second language
Idea 2: Tendencies and skills to be developed for the acceptance of the new element and new culture
Idea 53: Nobody should be excluded because he has a different colour of skin
Idea 30: The school council will have children from various countries
Level IV
Idea 23: All children will have the right to say their opinion
Idea 10: Children at a celebration will play and talk together
Idea 44: Enriching the school library with books written in various languages
Idea 16: Language, religion and mutual respect ...
Idea 22: To have flexibility around the topic of religion
Level V
Idea 42: Group games from other countries should be included in the curriculum of the school
Idea 27: The children from a different culture will learn the culture of the country they live in
Idea 67: At school there will be programs running with exercises to get to know the other children
Idea 11: The documents of the school will be distributed in different languages
Idea 51: The children will draw something traditional from their country on the walls
Level VI
Idea 47: A hall for multiple purposes should be created, which will serve the needs of each culture
Idea 48: Trips and travels should be organized to get to know different cultures
Level VII
Idea 20: The parents' associations and the teaching staff will be from many countries
Idea 52: The children will talk to their classmates about their country: they will teach them
Level VIII
Idea 1: To have a flexible school curriculum according to the composition of the school



laouris@FutureWorldsCenter.org

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