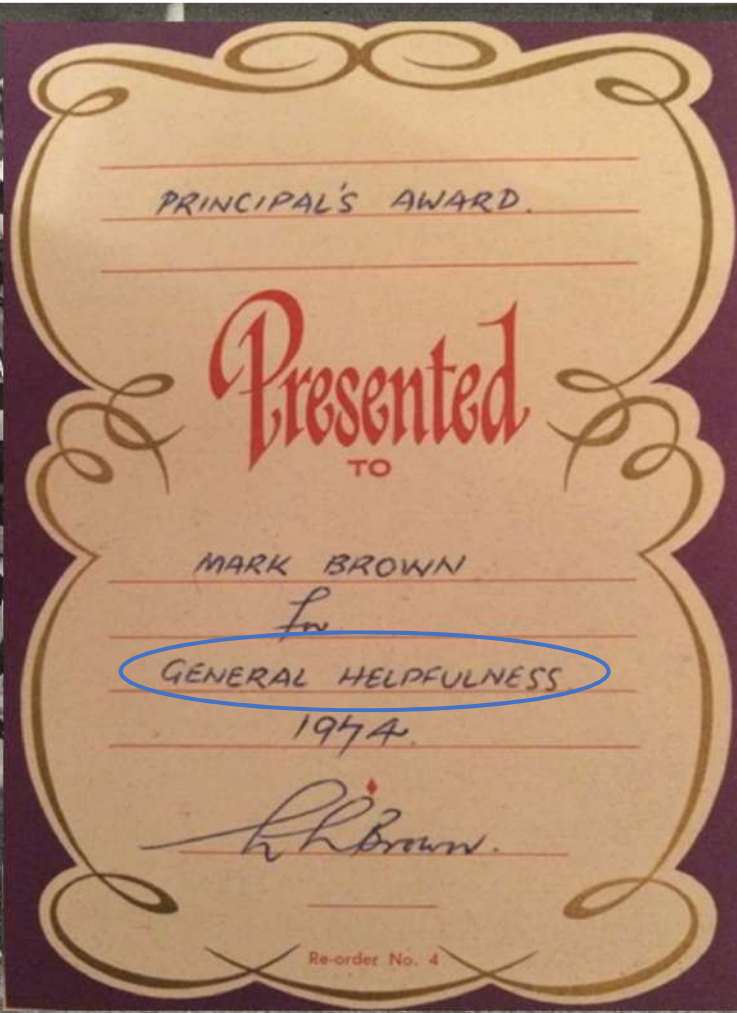


Rewilding Digital Education: Innovation for our Future's Sake

Rewilding Digital Education: Innovation for our Future's Sake







A white wolf is standing on a stack of logs in a fenced enclosure. The wolf is looking towards the camera. The enclosure is made of black metal bars and a green mesh fence. The background shows trees and foliage.

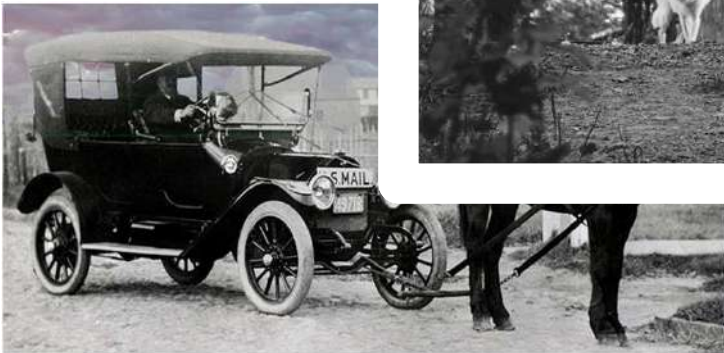
Outline...

1. Digital transformation
2. Rechallenging mindsets
3. Rewilding with a critical digital edge

Past

Present

Future



Mark Brown, Eamon Costello, Enda Donlon

Digital education as social practice: Major trends shaping online learning futures

(doi: 10.53227/103800)

Rivista di Digital Politics (ISSN 2785-0072)

Fascicolo 3, settembre-dicembre 2021

This paper explores some of the major trends shaping the future of online learning. It asks, what might the future look like? While the paper does not set out to predict the future as the authors do not have a crystal ball, it does endeavour to provide a bigger picture helicopter view of the online learning field. It responds to the tendency to overlook the research literature during the Covid-19 pandemic and aims to help keep the future of online learning in the political spotlight. The paper establishes that defining online learning is not a straightforward task and widespread differences exist in the global use of the term. A critical multifocal perspective is then adopted to identify five macro-level trends which help to frame the analysis from different angles and viewpoints. The discussion covers much ground and draws on a wide range of literature to illustrate how the digital education ecosystem is simultaneously converging, getting larger in scale, more open and closed, and is growing in diversity. Inherent tensions across these contradictory trends demonstrate how online learning needs to be understood in terms of wider societal change forces. Accordingly, the helicopter analysis attempts to steer a path between wider social issues, the language of opportunity, and the need for deeper criticality. Throughout the paper, there is the spirit of hope as educators have considerable agency to help shape possible, probable, and preferred online learning futures.

- Convergence
- Massification
- Openness
- Interactivity
- Diversification

KEYWORDS *Online Learning, Covid-19, Future Trends, Hybrid Learning, Digital Education Ecosystem.*

<https://www.rivisteweb.it/issn/2785-0072/issue/8441>

1. Digital transformation

What are some of underlying myths, half-truths and contradictions about digital transformation?







“When digital transformation is done right, it’s like a **caterpillar** turning into a **butterfly**, but...



Photo by [David Clode](#) on [Unsplash](#)



Photo by [Andrew Claypool](#) on [Unsplash](#)

“...when done wrong, all you have is a

really fast caterpillar”

(Westerman; cited in [Bozkurt & Sharma, 2022](#), p. ii).

Digital transformation is more like the cross-pollinating flight of a **butterfly** rather than the direct path of a **bullet**.

(adapted from Cuban 2018).



Photo by [Jeffrey F. Liu](#) on [Unsplash](#)

Be wary of the **game changer** discourse..



Getting Ready for Digital Transformation: Change Your Culture, Workforce, and Technology

Susan Grajek and Betsy Reinitz Monday, July 8, 2019 Digital Transformation (Dx) ★ Editors' Pick

“Digital transformation (Dx) is a series of deep and coordinated **culture, workforce, and technology shifts** that enable new educational and operating models and **transform** an institution’s **operations, strategic directions, and value proposition.**”



<https://er.educause.edu/articles/2019/7/getting-ready-for-digital-transformation-change-your-culture-workforce-and-technology>

BIG 'T' and little 't' transformation...



Photo by [Mike Tsitas](#) on [Unsplash](#)



Transformation is a journey
without a final destination.

Marilyn Ferguson

LESSON

1



“Digital transformation needs to be anchored in broader **social imaginaries**: our ideas about the use of educational technology should be shaped and reshaped by our ideas about what constitutes a **good citizen** and a **thriving learning society**”

(Brown, 2022).

2. Rechallenging mindsets

How successful have we been at cultivating transformative mindsets amongst our teachers?

Photo by [Pavel Togobitsky](#) on [Unsplash](#)



METAVERSE MEETS EDUCATION

Computers Meet Classroom: Classroom Wins 1993

Larry Cuban
Stanford University

Examines why computers are used less often in classrooms than in other organizations; suggests that technological innovations have never been central to national school improvement movements, and that the dominant cultural belief about teaching, learning, and proper knowledge and about the way schools are organized for instruction inhibits computer use. (Source: ERIC)

Teachers College Record



Teaching Machines

THE HISTORY OF
PERSONALIZED LEARNING

AUDREY WATTERS

2021



DANKLAND
PLATO PROJECT



PLATO

CHANGING HOW THE WORLD LEARNS



Project
Plato 1960s

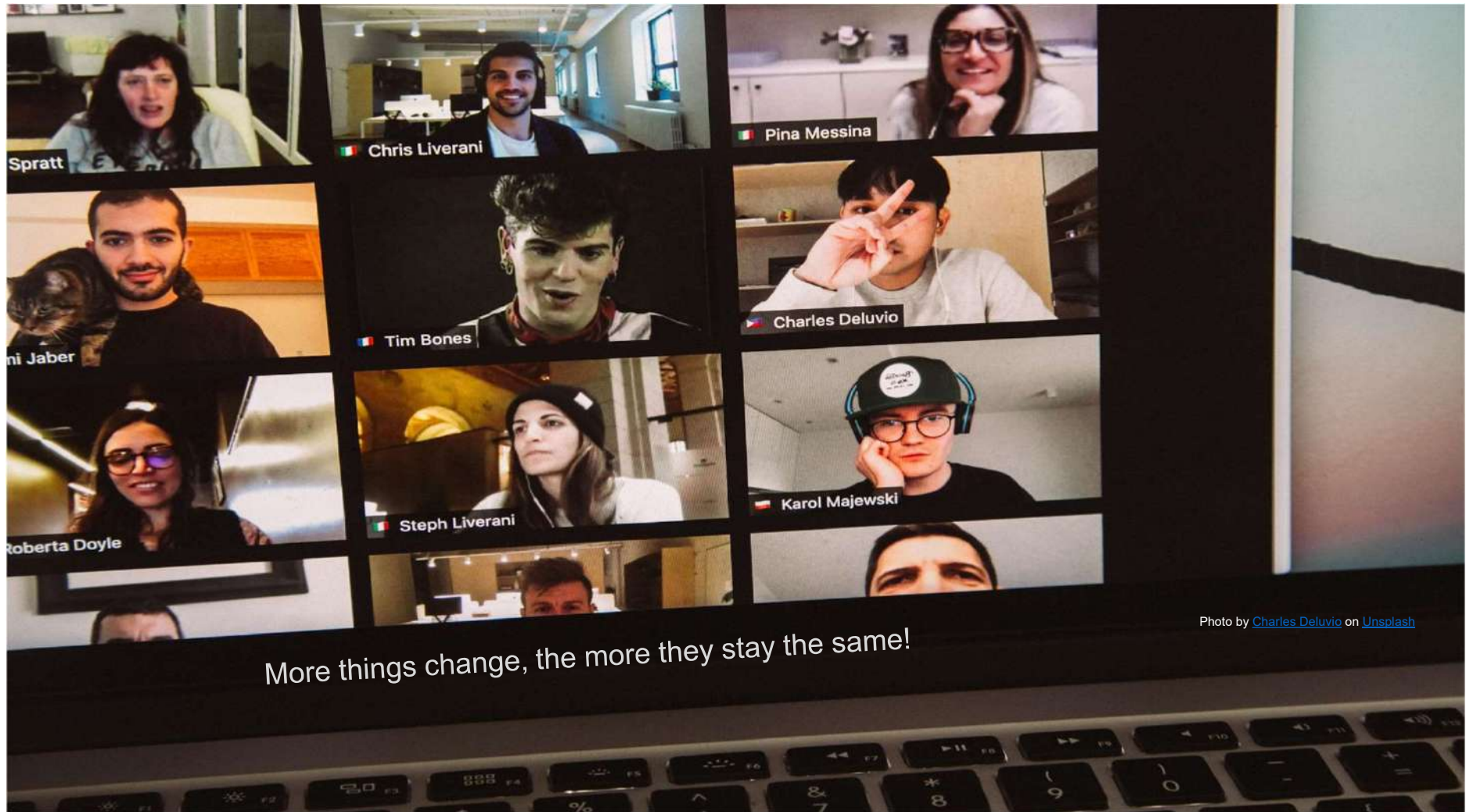
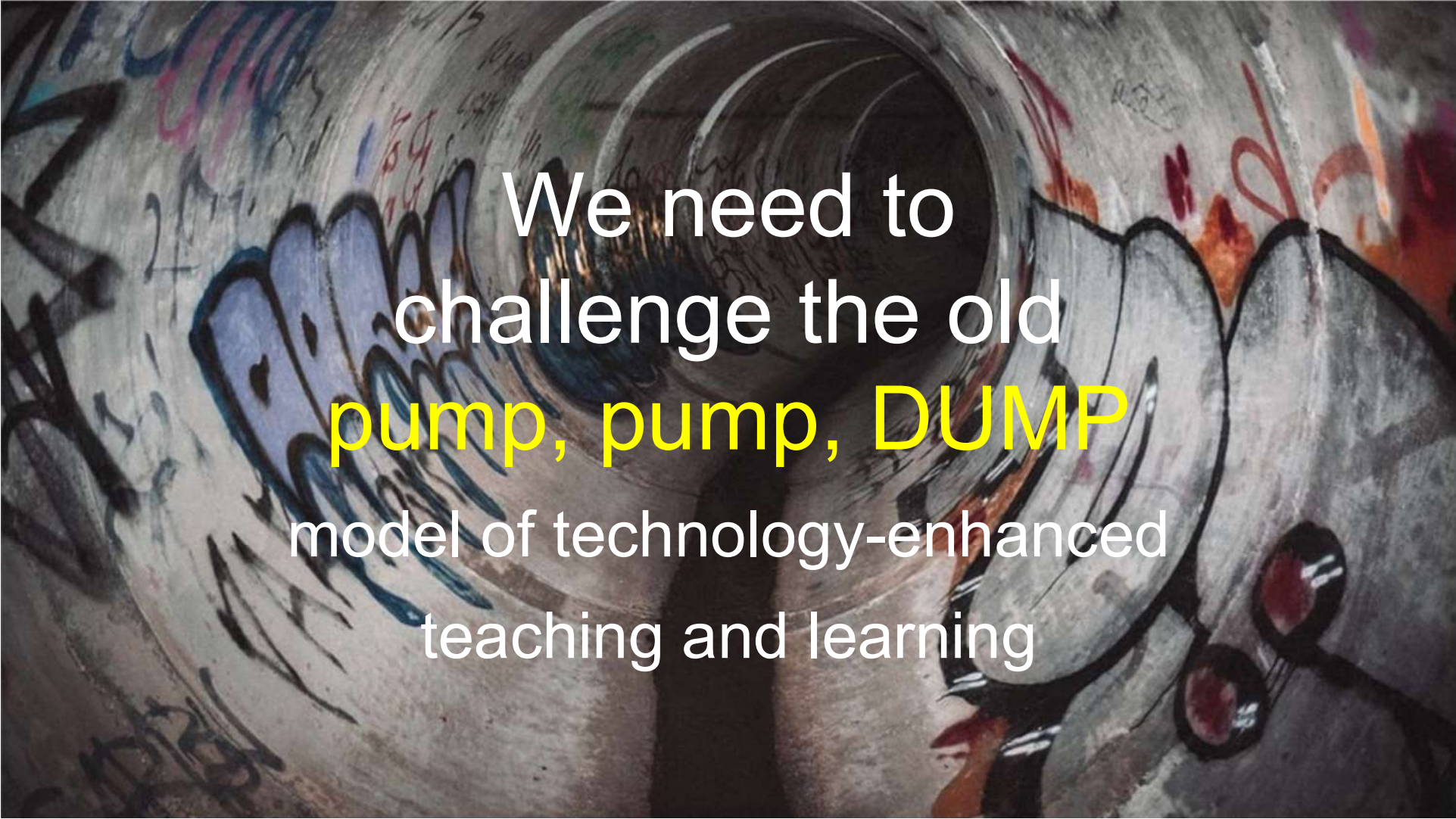


Photo by [Charles Deluvio](#) on [Unsplash](#)

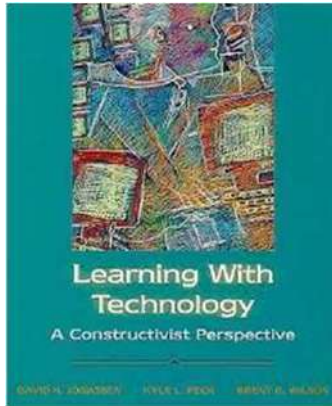
KU LEUVEN



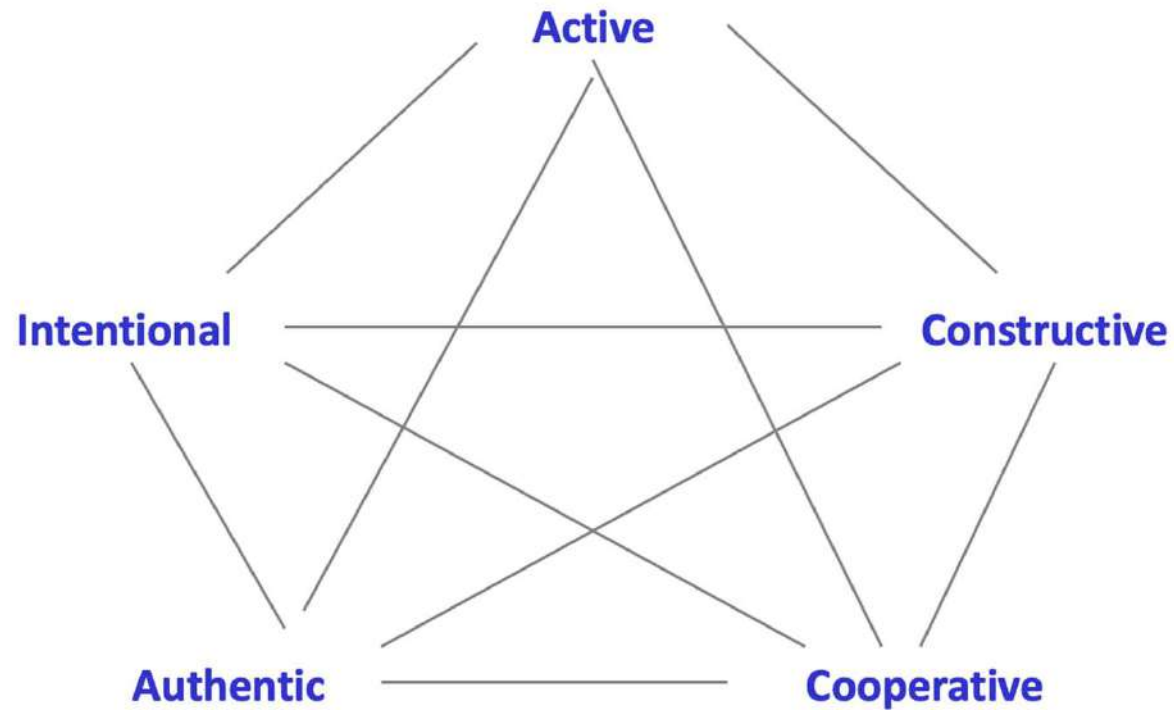
History Repeats!

A photograph of a tunnel with graffiti on the walls. The graffiti includes blue and black tags, red and orange spray paint, and a large black and white graphic of a person's legs wearing red shoes. The text is overlaid on the center of the image.

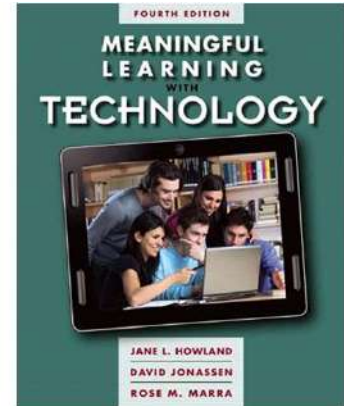
We need to
challenge the old
pump, pump, DUMP
model of technology-enhanced
teaching and learning



Meaningful Learning - *David Jonassen*




1999



2008

The value of pedagogical emptiness...

A black and white cat is peering out from a cardboard box. The cat's face is partially visible, showing its eyes and ears. The box is made of brown cardboard and is placed on a wooden surface. The background is a plain, light-colored wall.

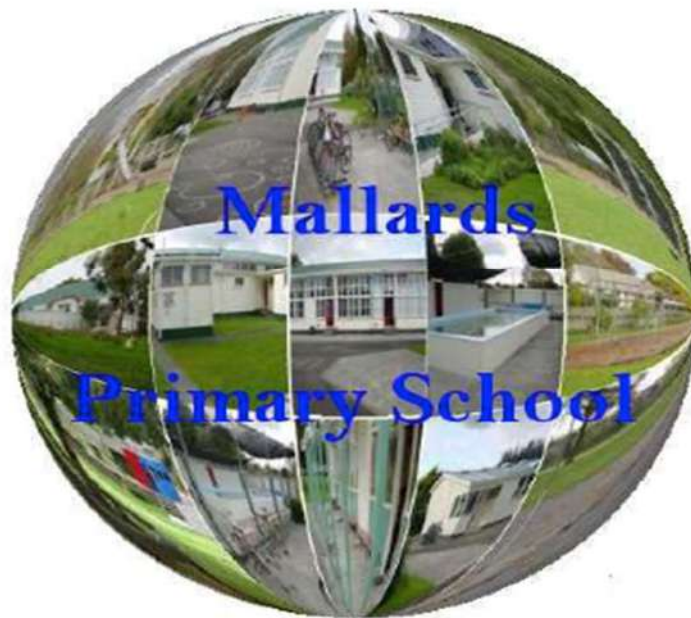
“To read or hear about something is not the same as experiencing it, and it is often only by actual **experience** that understanding and change can come about”

(van Mentis, 1999, p11).

Active, Authentic and Meaningful Learning



College of **Education**



A Virtual School for Online Role Play

- *The School*
- *The Scenario*
- *The People*

Online Role-Play

Active, Authentic and Meaningful Learning

The School - Background Information

Mallard Secondary School is located in an established suburb within a large New Zealand city. The School has approximately 1215 children and is classified by the Ministry of Education as Decile 4. This means that the School is part of a moderately low socio-economic community. The school community consists largely of blue collar and factory workers, along with retail assistants, hospitality workers and a small number of self-employed tradespeople.

Despite ongoing resource constraints, since the arrival of the new principal the School has steadily developed a reputation for its "Go Ahead" attitude. Indeed, the School's new mission statement is to prepare students for the "hi tech" knowledge economy of the future. There is a strong emphasis throughout the School on making learning meaningful to tomorrow's world.

This is why in recent years the School has invested heavily in the area of information and communication technology (ICT). Most of the blocks are now equipped with an up-to-date computer lab with Internet access. There is a large main computer lab with 25 PCs and there is also a small lab attached to the Library where students can do more intensive multimedia work. However, this facility is currently being used by only a handful of teachers.

The School still has a number of deferred maintenance projects requiring attention (e.g. painting of the main classroom blocks). It also has a couple of major capital projects on the books (e.g. new school hall). Overall, the School struggles for adequate resources (e.g. library and sports equipment) and it depends on trust donations and several major fund raising ventures (e.g. school raffles) in order to balance the budget. In short, Mallard Secondary is not a wealthy school.

- Development of a computer lab
- Introduction of iPads in the classroom
- Giving all learners access to the Internet



The Admin Block



The stakeholders

The Senior Management

- [Principal \(Fred Master\)](#)
- [Deputy Principal \(Lotta Ram\)](#)
- [Dean 3rd Form \(Mary Wise\)](#)

The Old Guard Teachers

- [Deano Saur](#)
- [Irma Fossil](#)
- [Margaret Moan](#)
- [Prue Cares](#)

The Techie Teachers

- [Dot Com](#)
- [Bill Bates \(ICT Co-ordinator\)](#)
- [Annette Surfer](#)
- [Fiona Mainframe](#)



Fred Master

The Other School Staff

- [Pam Purmee \(School Secretary\)](#)
- [Jill Novice \(Beginning Teacher\)](#)
- [Paula Toppo \(Outdoor Education\)](#)
- [Anne Gree \(PPTA Staff Representative\)](#)
- [May Stream \(Special Needs Programme\)](#)

The Board of Trustees

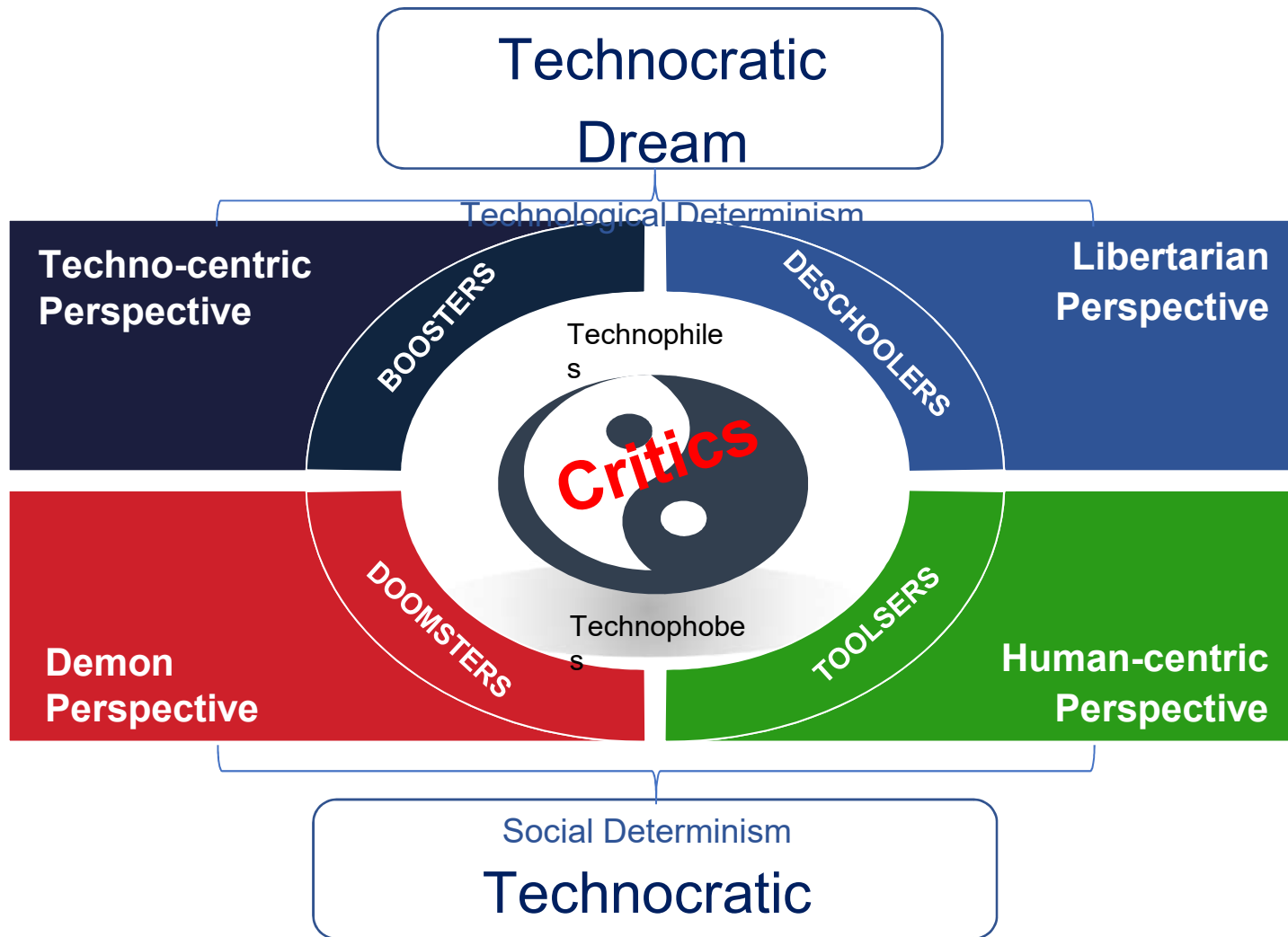
- [Phyllis Tator \(Chairperson\)](#)
- [Jock McFiscal \(Treasurer\)](#)
- [Will Gofar \(Personnel\)](#)
- [Ivan Roof \(Property\)](#)
- [Millie Brown \(Co-opted Member\)](#)
- [Faye Station \(Staff Representative\)](#)

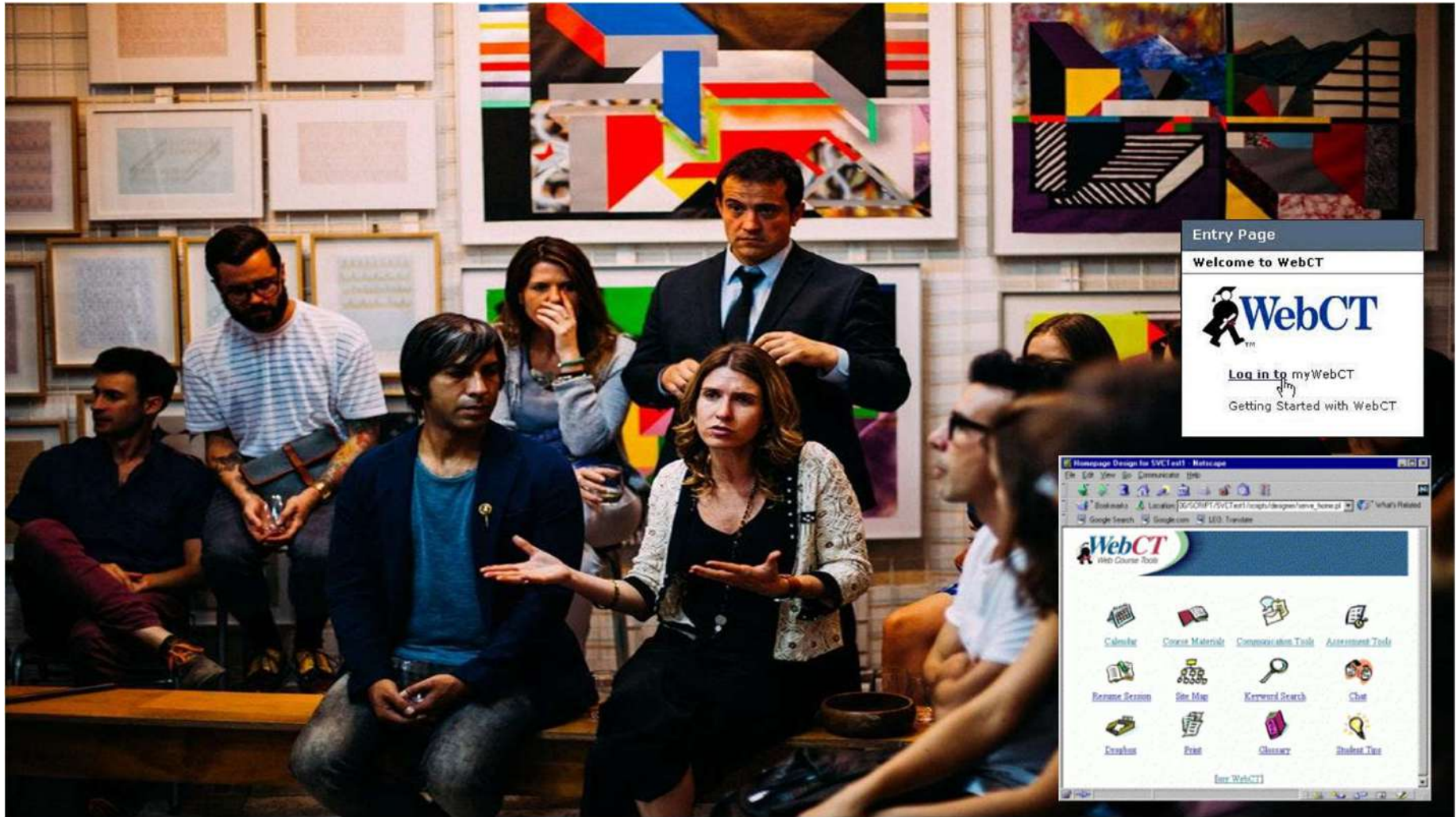
The PTA Members

- [Wendy Web-Wilson \(President\)](#)
- [Pip Drive \(Treasurer\)](#)
- [Joe Modem](#)

Other Invited Guests

- [Gray Soot \(Sales Representative\)](#)
- [Andrew Trustme \(Area Sales Manager\)](#)
- [Ed Ackie \(University Academic\)](#)





Entry Page

Welcome to WebCT



[Log in to myWebCT](#)

[Getting Started with WebCT](#)

Homepage Design for WebCT Test - Netscape

WebCT
Web Course Tools

 Calendar	 Course Materials	 Communication Tools	 Assessment Tools
 Resume Session	 Site Map	 Keyword Search	 Chat
 Courses	 Feed	 Glossary	 Student Tools

[View WebCT](#)

Lesson

2

“How does one become a **butterfly**... you must want to **fly** so much that you are willing to **give up** being a caterpillar”.



(Trina Paulus, adapted from A. A. Milne, 1922).

Photo by [Sanku Agarwal](#) on [Unsplash](#)

3. Rewilding with a critical edge

Is the rise of platform power and technology solutionism stifling or enabling teachers' criticality?

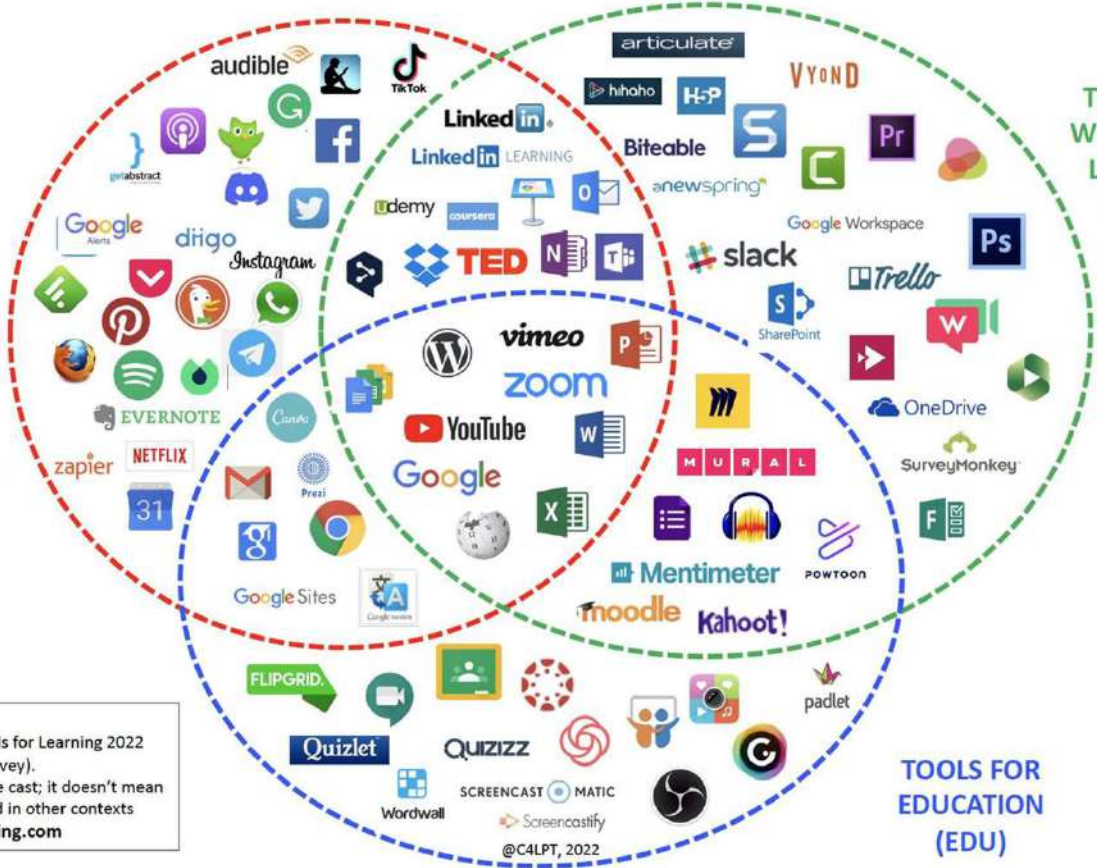
Photo by [Pavel Togobitsky](#) on [Unsplash](#)

TOP 100 TOOLS FOR LEARNING 2022

TOOLS FOR PERSONAL LEARNING (PPL)

TOOLS FOR WORKPLACE LEARNING (WPL)

TOOLS FOR EDUCATION (EDU)



NOTE
 Here are the results of the Top 100 Tools for Learning 2022 (from the 16th annual survey).
 This graphic shows where most votes were cast; it doesn't mean that these tools aren't or can't be used in other contexts
 Jane Hart, TopTools4Learning.com

@C4LPT, 2022

A top-down view of a large number of discarded plastic bottle caps and fragments of various colors (red, blue, green, yellow, orange, white) scattered across a dark, textured surface. The caps are in various orientations and some are broken. The overall scene represents environmental pollution.

What is the problem?

Photo by [Ricky Han](#) on [Unsplash](#)

THE TRUTH ABOUT CHEWING GUM

Thousands of tons of plastic pollution is coming from our mouths – and most of us don't know it.

Regular chewing gum accounts for some of the most blatant pollution in our day to day lives, and yet so many of us still don't realise that it is a single-use plastic!

Yep, you read that right. Regular chewing gum is a single-use plastic. And in the UK alone, some 100,000 tons of it is chewed every year^[1], with 95% of the country's streets stained by it^[2].





Can you explain as an environmentalist why chewing gum is such a problem?

ChatGPT



As an environmentalist, I can explain that chewing gum is a problem because it is made of synthetic polymers such as polyethylene and polyvinyl acetate, which are non-biodegradable and can take up to 50 years to break down. When people discard their gum improperly, it ends up on sidewalks, streets, and other public areas where it can become a persistent eyesore and a nuisance to those who must clean it up.



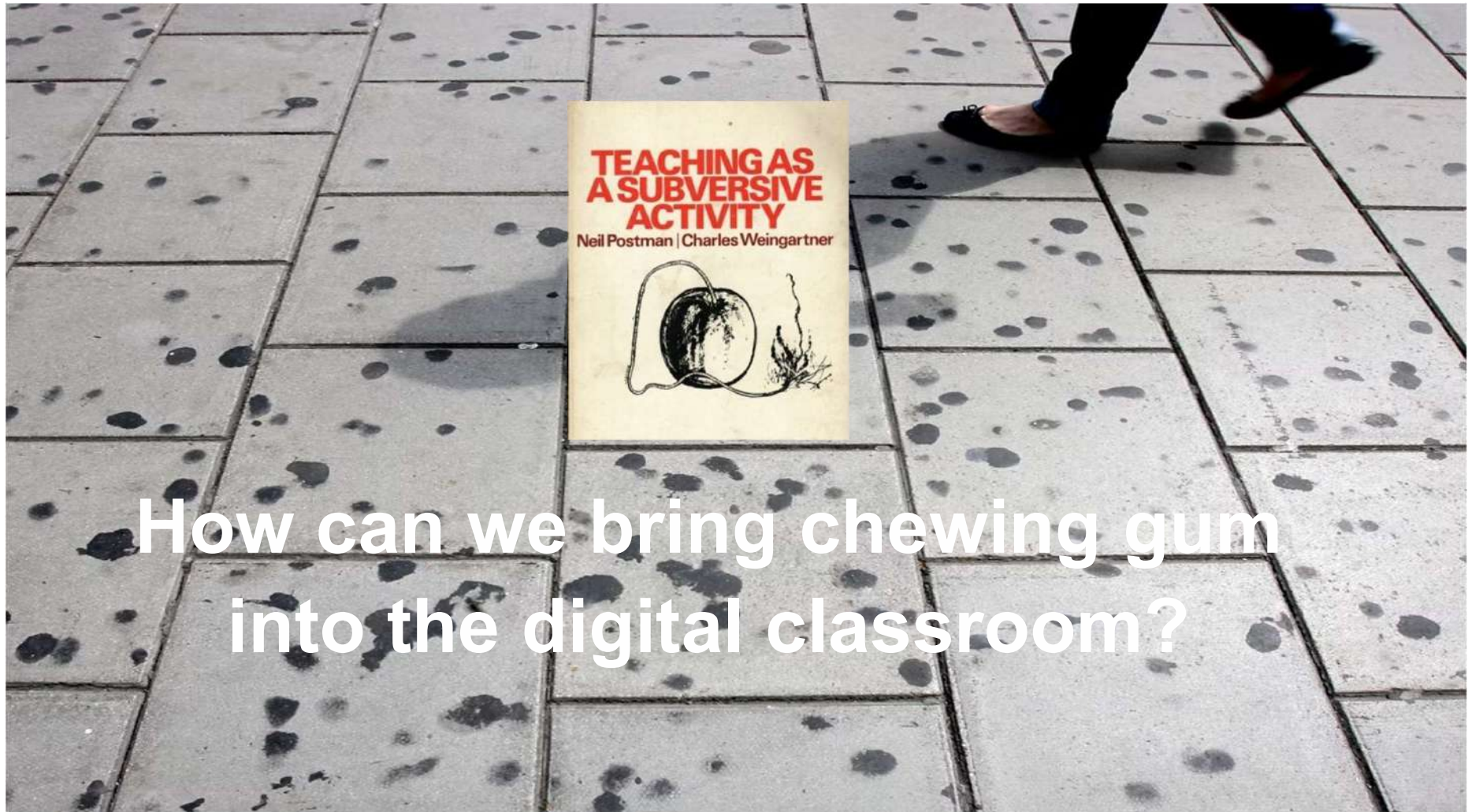
Additionally, chewing gum can also harm wildlife. Animals may mistake gum for food and ingest it, leading to digestive issues or blockages that can be fatal. Even if the gum is not ingested, it can still trap and entangle wildlife, leading to injury or death.

Furthermore, the process of manufacturing chewing gum requires significant amounts of energy and resources, contributing to greenhouse gas emissions and environmental degradation.

It's now in our oceans
and food chain...



Photo by [Hiroko Yoshii](#) on [Unsplash](#)



How can we bring chewing gum
into the digital classroom?

LESSON

3



SUSTAINABLE DEVELOPMENT GOALS



(adapted from Barnett, 2011)

Final comment...



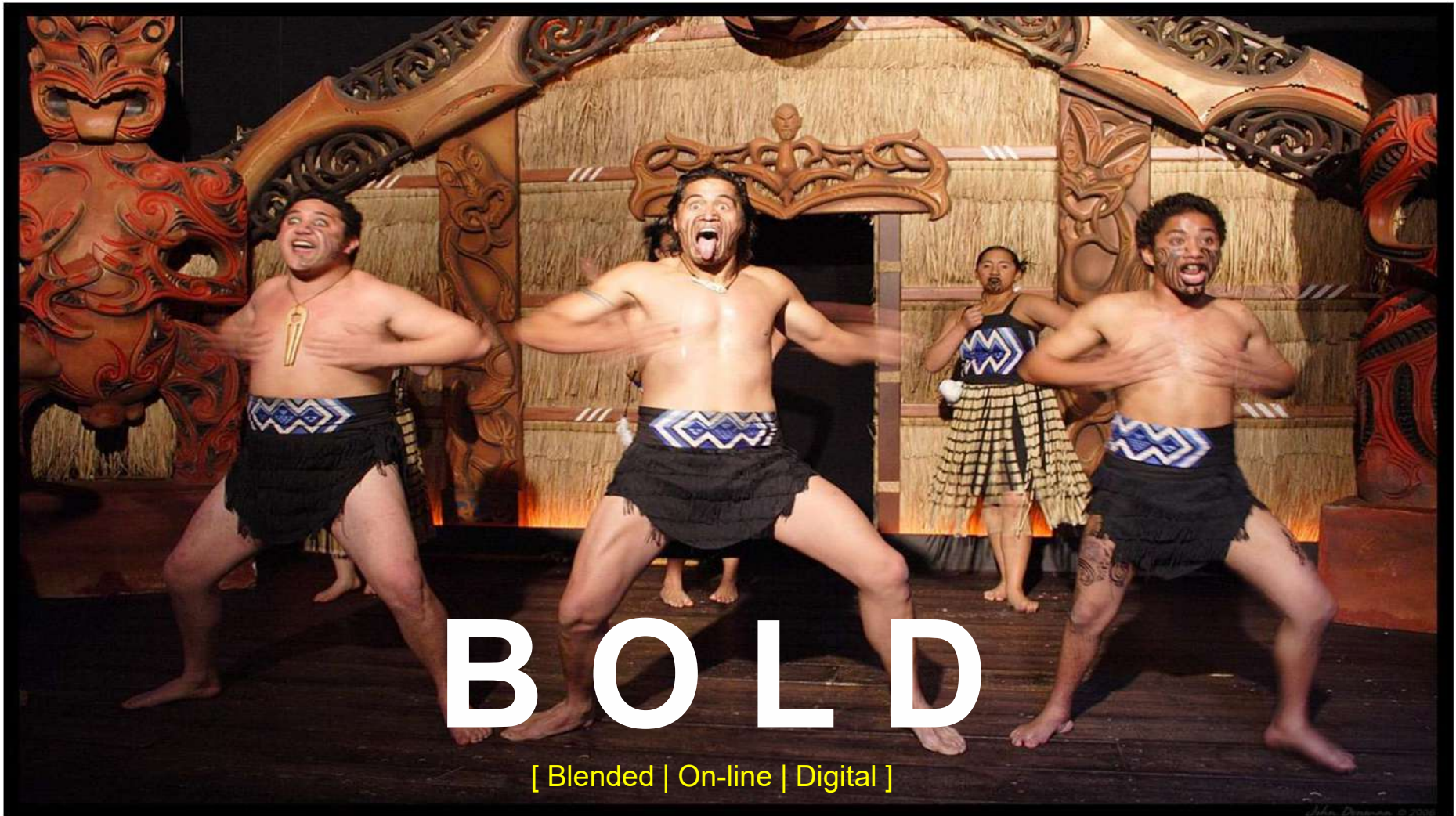
Photo by [Tom Pottger](#) on [Unsplash](#)



Final comment...

**We need the courage
to be future makers
willing to challenge today's world for
a better tomorrow with a critical
digital edge!**

Photo by [Tom Pottger](#) on [Unsplash](#)



B O L D

[Blended | On-line | Digital]



Thank you

Go raibh maith agaibh!