

Global Education Futures Forum - California

Towards learner-centered lifelong learning

1-3 APRIL 2015

Rosewood Sand Hills, Menlo Park, California

In conjunction with Global Technology Symposium

Forum purpose

The California forum will explore main changes in education driven by technological innovations, major social & economic transformations, and personal & collective educational formats that meet needs of learners in 21st century.

- We assume that education of the future is the learner-centered, community-based, life-long, 24/7, open & flexible process integrated into our daily routines and enhanced by diverse technologies. This education should cater to many learner needs previously unattended by formal education systems - and it will involve many new solutions for online and face-to-face learning.
- While we may understand some aspects of future learning ecosystems, our collective path towards this desirable future is still unclear, and impactful necessary interventions and initiatives are still under-recognized. The purpose of our collective work in California would be to understand the possible pathways into the desirable future of education.
- Keynotes and panel discussions with education innovators and thought leaders will set the stage for the Rapid Foresight session that will focus on a set of key topics of exploration. As the main outcome of this collective work, we anticipate the creation of a shared vision for the 21-century global educational ecosystem, and specific projects of systemic educational innovations that can bring elements of the future education into the reality.

Forum Program

1 April 2015: Values we share, Meanings that bring us together

9.00 – 10.00 **Registration** at Rosewood Hotel

10.00 – 10.30 **Welcome notes from organizers.** Presentation of Global Education Futures initiative. (Sycamore Room)

10.30 – 11.15 **Presentation of Global Education Futures Agenda** (Pavel Luksha, Director of Global Education Futures) (Sycamore Room)

11.15 – 11.30 Coffee break

11.30 – 13.00 **Plenary Session: Ultimate projects in Education** (Sycamore Room)

- Techno-optimistic future (Toru Iiyoshi, Director, Professor, CPEHE, Kyoto University)
- Humanistic future (Claudio Naranjo, Founder, SAT Institute)
- Sustainable future (Alexander Laszlo, Head of Board of Trustees, International System Sciences Society)

13.00 – 14.00 **Lunch**

14.00 – 14.30 **Introduction of group work:** structure & themes

14.30 – 17.30 **Group work session: Values we share** (Rooms Sycamore, 2601, 2602, 2603, 2604)

Facilitated participatory discussions of

- Our experiences as learners & teachers
- Futures we desire and evade
- Values we share

17.30 – 18.00 **Sharing** of the first day group work results (Sycamore Room)

18.00 – 19.30 **Opening reception** (jointly with Global Technology Symposium) (Ball Room)

2 April 2015: Finding our pathway into the future of education

9.00 – 10.30 **Group discussions.** Getting to know each other's projects. (Rooms 2601, 2602, 2603, 2604, Sycamore)

10.30 – 10.45 **Coffee break and transition** to Ball Room

10.45 – 11.45 **Joint Panel with GTS: New Education: How to Unbundle the Potential of Multi-Billion Market?** (Ball Room)

Moderator: Stephen Sammut, Venture Partner, Burrill & Company/ Lecturer, Wharton

- Tom Vander Ark, Partner, Learn Capital / CEO, GettingSmart
- Muhammed Chaudhry, President & CEO, Silicon Valley Education Foundation
- Valerie Hannon, Co-Founder, Innovation Unit
- Karl Mehta, CEO EdCast
- Igor Agamirzyan, CEO Russian Venture Company

11.45 -12.00 **Transition** to Sycamore Room

12.00 – 13.00 **GEF Panel: Education outside the box: from systems to eco-systems.** (Sycamore)

Moderator: Olivier Brechard, Co-founder, Institute of Action Research in Education

Panelists:

- Francois Taddei, Director, Center for Interdisciplinary Research
- Georgette Yakman, Founder, STEAM Education
- Mark Prensky, Author
- Jason Meek, CEO iDEAL World
- Leah Hirsch, Teacher & Curriculum Developer, Institute of Play/Quest to Learn

13.00 – 14.00 Lunch

14.00 – 14.15 Introduction of Rapid Foresight method (Pavel Luksha)

14.15 – 17.15 **Group work: Rapid Foresight** of Key Themes (Rooms 2601, 2602, 2603, Sycamore)

Facilitated participatory discussions and mapping of

- Trends that shape the future
- Technologies that influence education
- Types of people / organizations / communities served through education, and their needs / use cases
- Opportunities for provides: new content / curriculum, new pedagogy / andragogy models, new organizational formats
- Vision of the education

Room 2604 will be available for Bar Camp and collaborative art.

17.15 – 18.00 **Sharing** of group work results (Sycamore Room)

18.00 – 21.00 Transfer and conference dinner (for those who registered)

3 April 2015: Projects that will bring us there

9.00 – 10.30 **Group work: Rapid Foresight** (Rooms 2601, 2602, 2603, Sycamore)

Facilitated participatory discussions and mapping of

- Projects of systemic innovation that can transform education
- Our 'stakes in the future'
- Stakes acknowledged in our projects & activities

Room 2604 will be available for Bar Camp and collaborative art.

10.30 – 10.45 Coffee break

10.45 – 12.00 **Connection game:** meeting each other as partners in project effort

12.00 – 13.00 Lunch

13.00 – 15.00 **Group discussion of projects** that can implement the collectively created vision (Rooms 2601, 2602, 2603, Sycamore)

Room 2604 will be available for Bar Camp and collaborative art.



15.15 – 16.15 **Concluding session**

16.15 – 17.00 **Closing reception** (jointly with GTS)

4 April 2015: we earlier announced that our 4th day of work will be optional and dedicated to meeting with local learning projects. Due to rearrangements of the program, we decided to cancel it.

Key themes of the Forum

These themes will be explored during three days of participatory work of the Forum. Themes have been selected through preliminary discussions with the Advisory Board and participants, and the analysis conducted in earlier stages of Global Education Futures foresight.

Theme 1: How to create global online learning platforms that serve better world's education.

Group work facilitators: Darshan Elena Campos (Mapping Educational Ecosystem Project), Vladimir Sinelnikov (Edutainme)

Tentative list of challenges and questions to be explored by the group:

- Role of Global Learning Platforms in global learning ecosystem: what will they teach? Who, and how, will control / organize the curriculum? Will there be many specialized or just few universal platforms? Division between global / national / local curriculum?
- The future of MOOCs: are we going to move from one-to-many MOOC model to many-to-many global connected learning platforms? If so, what are the driving principles of such future platforms? How will they create opportunities for experiential learning? (also: can they be change-makers – referring to Dewey's model of removing boundary between 'school' and real life)
- How should the diversity of cultural contexts on national & regional levels be acknowledged and retained? How can the learner communities gain more control over the content? How can the content be co-created? What are the regulatory barriers (e.g. IP legislation) that can block the development of open education models? How to avoid the 'imperialism' in massive online education?
- Evidence-based online pedagogy – what can we expect in next 10 years? Should the sets of pedagogical data be shared by global learning platforms, and on what principles?
- Personalized learning trajectories between / within Global Learning Platforms: how will they be organized (for provider, for user)? Who will become the integrator of online learning (providers of content vs. providers of trajectories)? Who will control / own the learner's data? how to encourage open data yet protect privacy in the interest of learner?
- What are the frameworks & overarching models that can drive the development of global learning platforms & global learning infrastructure (MOOCs & connected learning, BigData for learning analytics etc.). How would they interact with existing education systems & infrastructure? Should we expect the 'organic' emergence of new educational standards, or should we aim for collaborative design of these standards

Theme 2: How to organize more productive models of knowledge creation?

Group work facilitators: Keenan Salinero (Yamana Science Foundation), Timour Shchoukine (NeuroWeb Working Group)

Tentative list of challenges and questions to be explored by the group:

- How will the science transform in the era of Engelbard's 'instant knowing' that ends 'Gutenberg Era'? What will be the role of knowledge generation, and how the knowledge will be generated? Who and how will provide the 'worldview' for the education?
- What will be the role of Artificial Intelligence in organization of knowledge creation processes? (will it help us overcome the 'Babylon curse' of disciplinary division?)
- The balance of pragmatism vs. academic freedom in the future: is there a future of autonomous research agenda (e.g. is there a role for classical universities that seek to generate the 'frontier' knowledge)?
- What will be the role of different types of knowledge beyond scientific (e.g. poetic, intuitive etc.) – will new languages of knowing emerge, and what are they?
- What are the frontier and future technologies of thinking that may emerge? Can they be learnt & shared through Global Learning Platforms?
- How will the collaborative models of 'living knowledge' in communities of practice be organized? Will such collaborative knowledge generation replace the hierarchies guiding the 'division of intellectual labor'?
- How will notion of 'truth' transform? How will it impact what we think we know? Who will 'own' the 'worldview'?
- What will be the future of IP in knowledge generation, and what are the productive models that should spread in the future?

Theme 3: How will educational ecosystems for emerging social practices be created?

Group work facilitators: Simone Tiesinga-Poutnik (Natural Innovation), Pavel Surkov (Designer of Communities of Practice Group)

Tentative list of challenges and questions to be explored by the group:

- Practice of awareness – how should they be integrated into education? Types of awareness: how are they accounted for & trained? Roles of 'communities of practice' in raising awareness?

- Practices of sustainability – how do they rebuild our societies? (esp. if we go beyond notion of 'greening' and into the notion of 'ecology', in the spirit of Gregory Bateson, Humberto Maturana etc.) How can 'ecology of mind' enter into education?
- Practices of 'creative play' – the return of 'Homo Ludens', the rise of 'gaming generations' and 'gamefication of life, creative play that frees itself, etc.
- Rise of andragogy - what new types & forms we expect? Transformational education for adults as the tool for social transformation? Accompanying learner needs in becoming 'fully mature'?
- Potential of new educational technologies in personal development? Introduction of existential competencies (the way we live our lives) into education: how and where we can learn them, how they can be accounted for?

Theme 4: How to increase the resilience of our cities and communities through collaborative learning?

Group work facilitators: Kathia Laszlo (Global Leadership Lab), Dmitry Sudakov (Skolkovo Education Development Center)

Tentative list of challenges and questions to be explored by the group:

- Services that can support 'family lifecycle' (e.g. support to motherhood and parenthood, improving of child-parent and intergenerational relations, etc.). Is it reasonable to speak about Family Learning Trajectories – and how can they be organized?
- Creating practices of urban resilience: how should local learning communities (with a cause) be organized and maintained? How can learning in crisis / learning to overcome crisis be organized? (e.g. environmental hazards, ethnic conflicts, economic crises etc.)
- How can education help maintain personal & collective well-being & harmony (e.g. preventive medicine, caring for mental health, etc.)?
- What designs of new public spaces can support learning? How can next generation smart environments (e.g. Internet of Things) take into account and support collective / community learning scenarios?
- Transformation of urban living: how can education help tap abundant resources of community members?

About GEF

[Global Education Futures \(GEF\)](#) is an international collaborative platform that involves shapers & sherpahs of global education – education thought leaders, education innovators, edtech startup founders and education impact investors, administrators of top international educational institutions, regulators on national and supranational level etc. – to discuss and implement the future design of global educational ecosystem. Education worldwide is at the brink of transformation forced by wave of new technologies and powerful social shifts. The emerging forms are learner-centered creative collaborative communities that replace 'industrial' education hierarchies of the past. Yet pathways to this new state are unclear. Global Education Futures is a grass-root initiative to draft such pathways and catalyze systemic innovations to help education meet the challenges of the 21-century. Our first initiative is the series of participatory events where collective vision is created, called GEF Forums.

About our partner GTS

The 12th Annual [Global Technology Symposium](#) will take place in April 2015 in Silicon Valley, California. The Symposium is the leading investment conference on venture capital, innovation and entrepreneurship in emerging markets. Anchor companies, startups, investors, policymakers and management gurus gather for high-energy inspirational talks, opinion leader dialogue, startup pitches and exposure to fresh ideas and market intelligence. GTS is taking a fresh approach in 2015, exploring how education intersects with innovation and investment. Participants will engage in thought-provoking discussions about global trends in education and entrepreneurship. Transform profound visions into reality.

Venue

Rosewood Sand Hills, Menlo Park, California

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