Today’s Kids, Tomorrow’s Cre-8-ives

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Teachers’ complaints about students and advancing technology

(compiled by John L. Morrison, National Association of Teachers, USA)
1703 Complaints

Students can no longer prepare bark to calculate problems. They rely instead on expensive slate. What will they do when the slate breaks?
Students depend too much on paper instead of slate. What will they do when we run out of paper?
1917 Complaints

Students depend too much on ink. They can’t sharpen a pencil with a knife anymore.
1928 Complaints

Students depend too much on store bought ink. They don’t know how to make their own.
What happens when they run out?
1955 Complaints

Teachers refuse to accept papers written with ballpoint pens. A fountain pen is the only acceptable instrument!
1960 Complaints

Take away students’ slide rules and they no longer have the skills to solve a problem!
1980 Complaints

Can students even function today without a calculator?
2000 Complaints

Students are totally dependent on their computers. What will they do when there is a blackout?
2023 Complaints

They have implanted the Library of Congress in their heads. What are we supposed to teach them now?
2040 Complaints

They have given me a mixed class of humans, hybrids and transhumanists. How do I deal with the various learning styles?
“[The 21st century]…is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the keys to the good life, in which high levels of education – a very different kind of education than most of us have had – are going to be the only security there is.”
21st century problems

global warming; excessive population growth; water shortages; destruction of life in the oceans; mass famine in ill-organised countries; the spread of deserts; pandemics; extreme poverty; growth of shanty-cities; unstoppable global migrations; non-state actors with extreme weapons; violent religious extremism; runaway computer intelligence; war that could end civilisation; ‘scientific’ risks to *homo sapien’s* existence; a new Dark Age

21st century opportunities

“talent, tolerance, technology”; robust kid-to-kid networks; everything is correctible; creativity is everyone’s business; creative commons licensing; learning just in time, just enough and just down the hall; technology getting cheaper; ‘second life’ options; skill-building simulations; global workforce options; collarless workplaces; dispositions, not just credentials
1\textsuperscript{st} and 2\textsuperscript{nd} Generation Creativity

**Gen 1**
- Individual
- ‘Soft’/Arts-based
- Non-teachable
- No rules
- Spontaneous
- Non-assessable

**Gen 2**
- Team-based
- ‘Hard’/Productivity-based
- Teachable
- Learnable
- Good constraints
- Assessable
Creative dispositions

‘co-habitation’; cultural agility; ‘camping out’; ‘cabin luggage only’; risk-taking; self-criticality; serious play; ‘flocking’ intelligence; literacy; numeracy; high concept/high touch design skills; digital savvy; multi-lingual; ideas-oriented; portfolio careers; fun-loving; error-welcoming; ethical; ambitious; kind; global orientation; prod-using; self-managing learners
Self-Managing Learners

Introduction

Welcome to my Student Portfolio. Here you can view a selection of my Experiences, as well as Artefacts which are examples of my work. The information I have made available to you demonstrates the QUT commitment to developing graduates who can contribute effectively as citizens, leaders in the wider community and competent professionals within their chosen discipline.

This portfolio contains reflections upon my Experiences and Artefacts across a range of skills and settings including academic, work, community and personal and is presented as evidence of my success in these skill areas.
‘flocking’ intelligence
‘flocking’
Bio-teams: neighbourhoods of ‘flockmates’
‘flockmate’ capacities

• Alignment
• Steering
• Responsiveness
‘high flying’ learning environments

• Connectivity and diversity
• Co-invention/co-creation and separation
• Leading and following
• Enhancing constraints and removal of inhibitors
• Brokering across ‘structural holes’ (voids)
Visualising a large class as a social network

Disconnected students

Network density
Low percentile student network

Low 5 percentile group (grades)
e.g. ego network

Student with a passing grade

Top 5% student located in network
top 5 percentile group network

High 5% network example
(>90% grade score)

Students with a grade >75% < 90%

Low 5% student located in network
Example social network – illustrating an individual (A) bridging a ‘structural hole’.
Sociogram of student discussion forum interactions.
Teaching for learner self-management

• Designers not just deliverers of packages
• Invite ‘hands on, minds on, plugged in’ teamwork
• Active in student learning networks – brokerage, monitoring and timely intervention
• Encourage portfolio assessment and evaluation
• Set up experiments that might fail (welcome error)
• Help students fail without shame
• Smart with technology for pedagogical purposes
• Good understanding of diverse cultures
• Can bring ‘subject’, technology and culture together
• Model and exemplify a creative learning disposition
Creative dispositions

‘co-habitation’; cultural agility; ‘camping out’; ‘cabin luggage only’; risk-taking; self-criticality; serious play; ‘flocking’ intelligence; literacy; numeracy; high concept/high touch design skills; digital savvy; multi-lingual; ideas-oriented; portfolio careers; fun-loving; error-welcoming; ethical; ambitious; kind; global orientation; producing; self-managing learners