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Australia



The paradigm shift
Redefining education

Peter Evans-Greenwood, 23/08/2016

Credentials are not broken – breaking them down or slapping badges on them won't help

They don't measure what is required to thrive in a digitised world

- digital technology has changed how we relate to the world
- shifting focus for the majority from expertise (analysis of accumulated experience) to attitudes and behaviours
- reducing the importance/utility of traditional credentials in the process

Our relationship with knowledge has changed – it's not what you know, it's what you can google – and this is forcing us to change our relationship with education

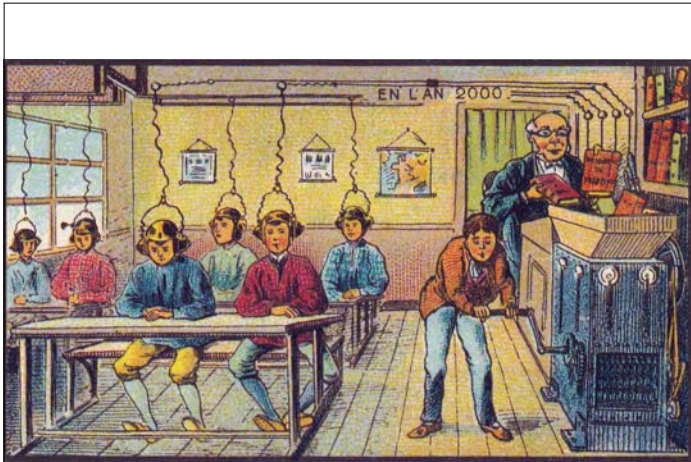
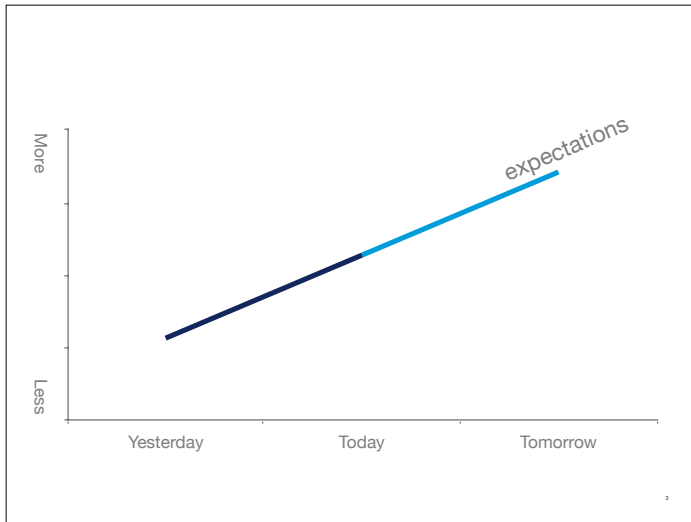


Image: A l'école en l'an 2000, Villemard, 1910, chromolithographie, Paris, BNF, Estampes.

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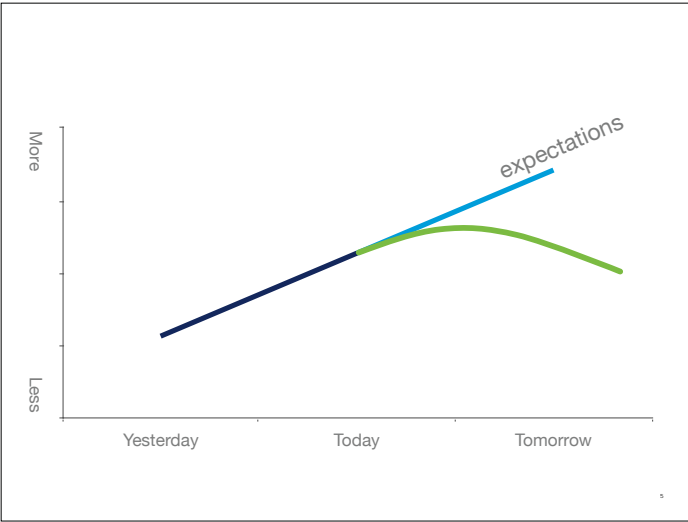
Predicting the future is hard and we're often wrong
It's hard to see past a decision you can't understand or don't expect



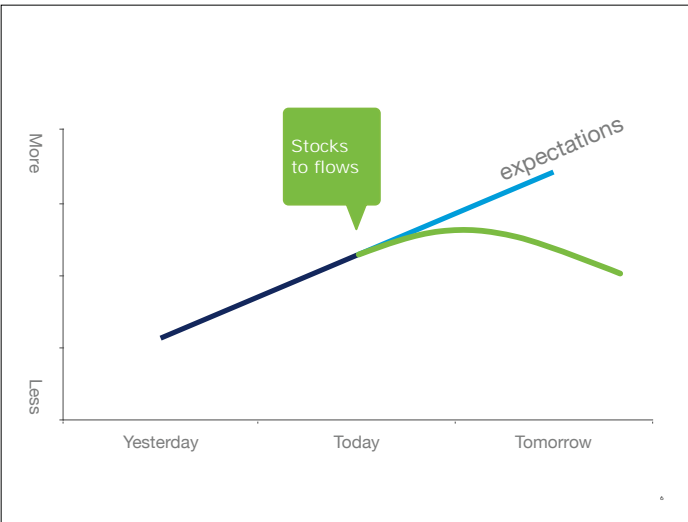
- Global mobility is creating a single education market
- Digitisation of learning creating a more customised, but complex, environment
- Democratisation of knowledge slashing the price of a traditional education
- Tighter ties with industry increasing the importance of IBL, but also creating new competitors
- Increasing contestability of markets creating funding and revenue challenges



The internet and then mobile phones triggered a **social shift** that we're only 5 years into
It's changed our relationship with world around us
First trip to the city

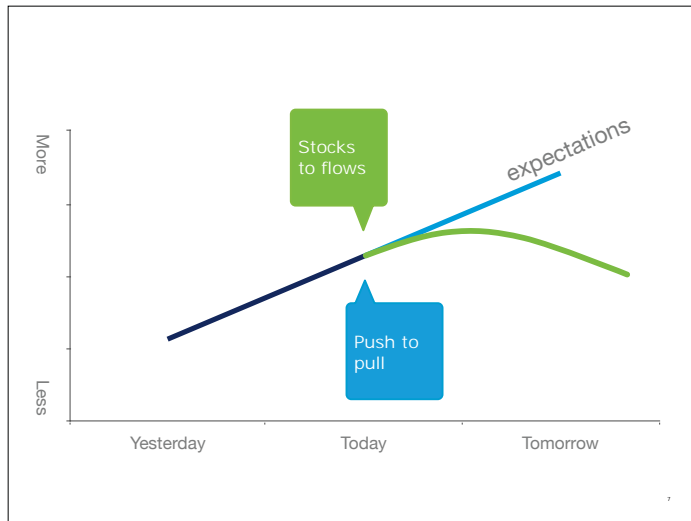


Our relationship with knowledge has change
Ergo, it's changed our relationship to education
The film student story reality



It's not what you know its what you can google

- The value accorded to what we know is being eroded



Knowledge used to be pushed at us, but now we pull it in

- This is eroding the value of expertise and, consequently, traditional credentials
- The new coal face is your ability to put knowledge to work and find new uses

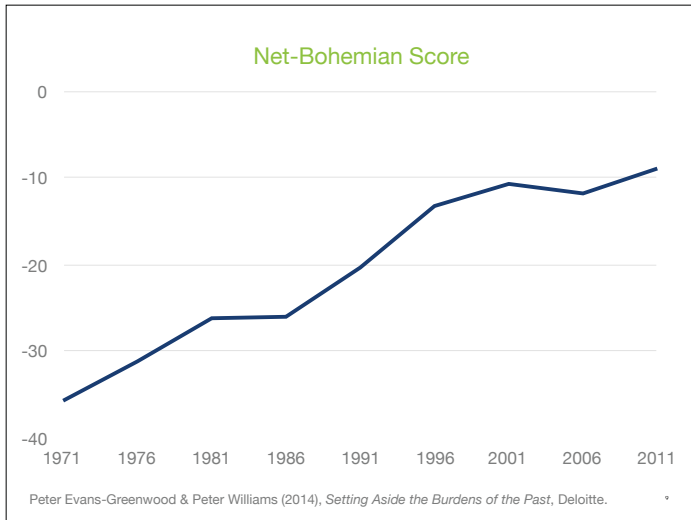
We need to understand the distinction between education and learning and the problem of the learnafication of education



Building Leadership Simulation Centre <http://blsc.com.au>

It's not what you know:

- The declining utility of capability based assessment & credentials
- The growing importance of smart generalists & attitudes and behaviours



The long term trend for the nature of work to change (definition of NBS)

- Manual work is being replaced by analytical work (augmentation then automation)

- Analytical work is being replaced by creative work (“AI”)

Our employees used to work “in the business”, but now they work “on the business”

We used to use machines, now we work with machines.



Image: Hickory (Unitised Building)

Unitised Building (Hickory)

- A new building system (not a technology)
- An end-to-end digital process
- Combines building, flexible manufacturing, digital design

3 East, Richmond

7 stories in 11 days



Advanced chess

Analysis → Synthesis

Quality → Judgement

Trust → Trust
(to follow the process) (to do something new)

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How does the focus of education change? What are we teaching them if we're not providing knowledge.

- Analysis to synthesis
- Process to judgement
- Trust to trust

- The problems the individual is interested in
- Their ability to find and integrate new ideas into their work, to continue learning and improving
- Their ability to work as a part of a cross-functional team
- The network they bring with them

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What does a quality candidate look like? And, by extension

This is the “cultural fit” question.

We’re looking for the *right* attitudes and behaviours, but we can’t measure them so we resort to cultural fit.

What we seem to be evolving too is:

- The problems the individual is interested in
- Their ability to find and integrate new ideas into their work, to continue learning and improving
- Their ability to work as a part of a cross-functional team
- The network they bring with them (diversity)

How much does one need to know?

Too much and we're wasting their time
Too little and we're doing them a disservice

- Sensitivity that their knowledge is insufficient
- Awareness of potential sources of new knowledge
- Inclination to improve their knowledge

Clearly we need some knowledge to be effective in a domain
But it's impossible to know how much in each context
So we need to empower individuals to manage their own knowledge

“To be educated” used to mean

having command of the knowledge & analytical skills required by the traditional professions

“To be educated” now means

having the ability to adapt to whatever life might bring

Education needs to be a much broader concept than learning if it is to be relevant in the future

- Knowledge and skills
- Attitudes and behaviours
- Habits of the mind

If we fail to evolve our formal education system then we're in danger of having two systems running in parallel

- alt.ed to support the majority
- traditional to support the academics and associated professionsa

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