

Humans, Technology and Schools

Session #3

This is designed to organize a 50-minute presentation in which school and technology leaders seek deeper understanding of their systems.

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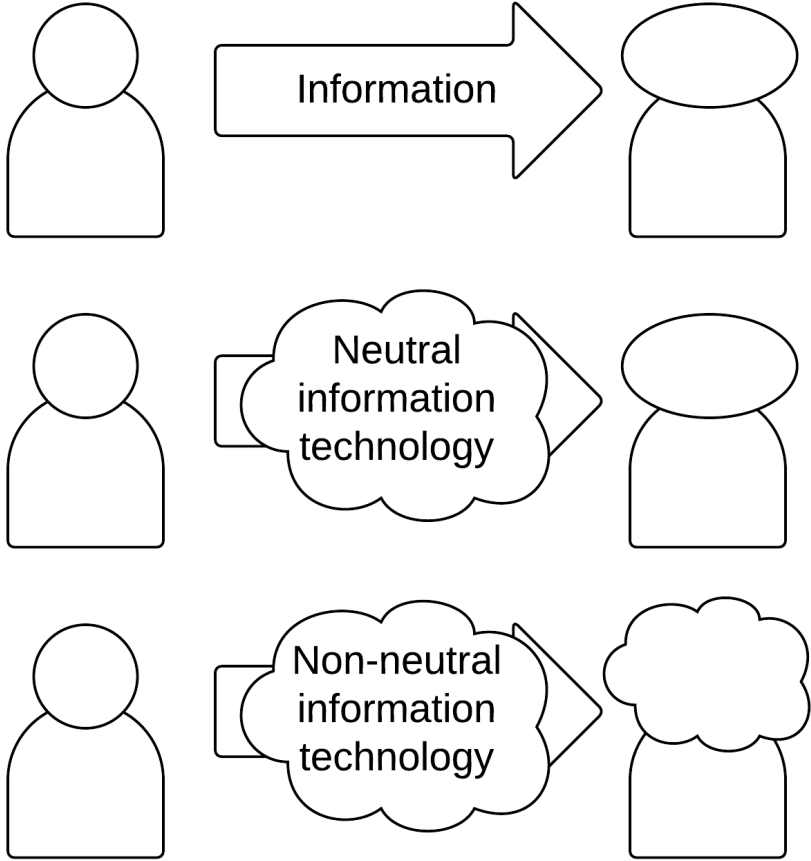


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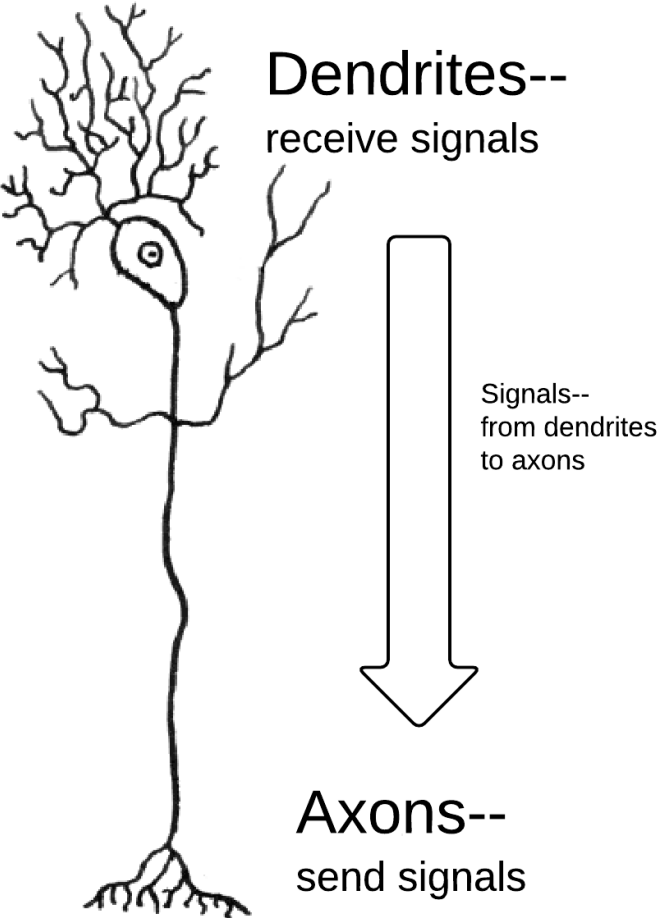
Outline

- Non-neutrality defined
- Humans
- Organizations
- Society
- *Areopagitica*
- Pillars of Digital Schools
- Deliverable

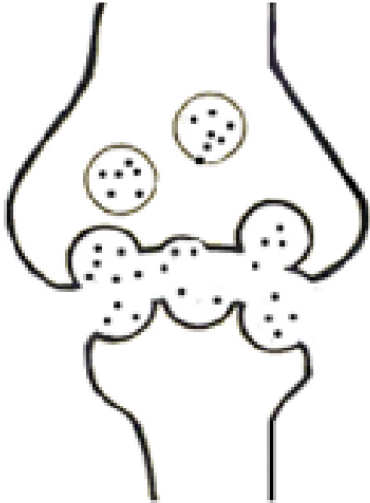
Non-neutrality defined



Individual humans



Neurotransmitter Release by Axon



Neurotransmitter
Crossing
Synapse

Neurotransmitter Uptake by Dendrite

Organizations

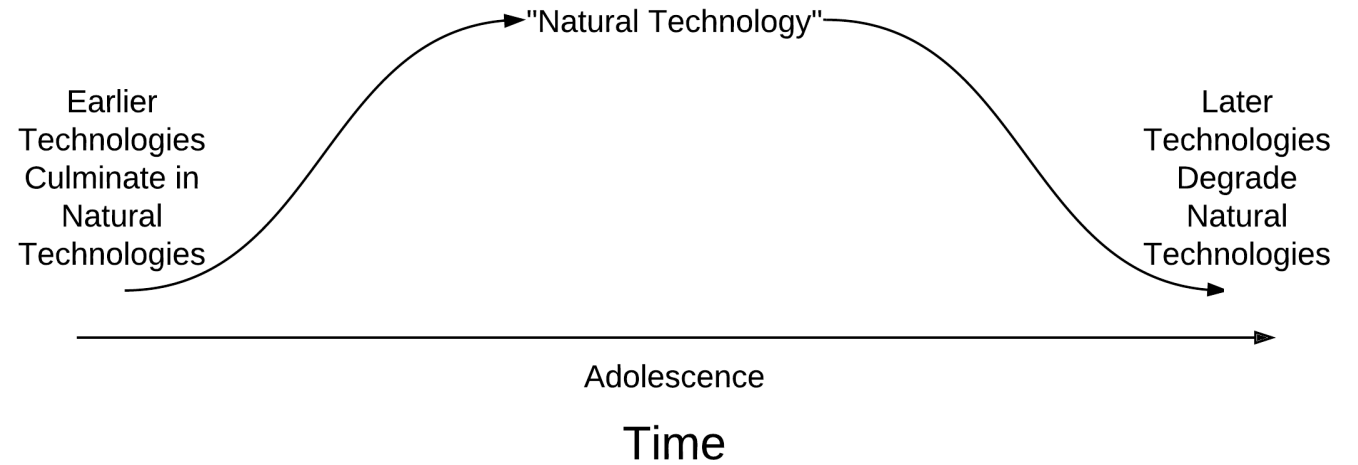
Table 1.1. Characteristics of Fordist (old) and ICT (new) organizations

Fordist (old)	ICT (new)
Energy-intensive processes	Information-intensive processes
Standardized activities	Customized activities
Stable product mix	Flexible product systems
Dedicated facilities	Flexible production systems
Automation	Systemation
Single firms	Networks
Hierarchical management	Flat management
Specialized departments	Integrated
Product with service	Service with products
Centralized organization	Distributed organization
Specialized skills	Multi-skilling
Minimal training	Continuous retraining
Adversarial relationships between management and labor	Participative relationships between management and labor
Long-term full time employment	Flexible employment

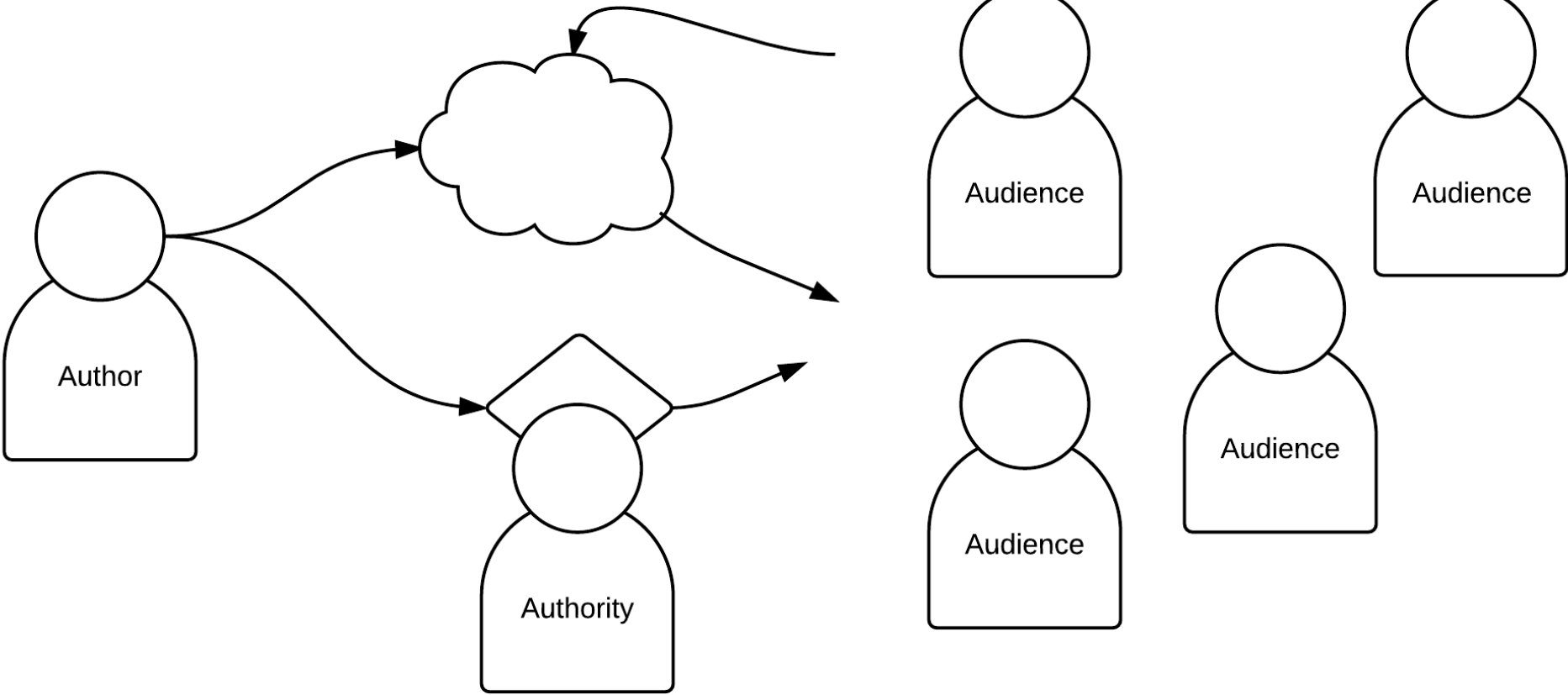
adapted from Asaolu (2006)

Culture

- Money
- Laws
- Property
- Monotheistic religion
- Abstract ideas
- Science
- Power from literacy



Areopagitica



Pillars of Digital Learning

Table 1.1. Pillars of Digital Learning (adapted from Davidson & Goldberg, 2009)

Pillar	Implications for School IT
Self-directed learning	Access to rich materials through flexible and diverse media venues
Horizontal structures	Systems allow for new connections and emerging networks for users
Collective credibility	Ensure ubiquitous access to information
De-centered pedagogy	Learning participate in communities beyond the teacher-dominated local one
Networked learning	IT facilitates both internal and external interaction
Open source education	Materials come from many sources
Learning as connectivity and interactivity	IT enables participation in professional activity
Lifelong learning	Learners select and use appropriate tools
Mobilized learning	Rules and compliance are replaced with outcomes and flexibility
Flexible scalability	Interaction is both local and global

Deliverable

When Gary presents this to clients, there is a deliverable that participants will produce. Clients have access to the details of the deliverable, a rubric to assess the products, and feedback on each from Gary.

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