Shifts from passive to active and from competitive to collaborative learning

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Can we use our own thinking to detect and correct the errors in our own thinking?

“We cannot solve problems by using the same kind of thinking we used when we created them.”

Re-thinking education = ‘thinking about thinking’
Stories to foster historic awareness & reflection on values

Greenland, about 1,000 years ago. Viking settlement - considered their own culture & E.T. means superior to the Inuit ones (wooden vs ice dwellings, cattle vs fish, foreign trade vs commons)

Starved to death after about 450 years – while Inuit community continued to thrive

They preferred to hang on to their own thinking (& die), rather than adopt Inuit values & T.E. means (& survive)

Sources:
- Jarred Diamond, Collapse
- Jeremy Lent, The patterning instinct
Socio-economic systems over time: non-linearity

- Resource consumption compared to (limits of) what nature can provide (in that region/climate)
- Biophysical processes

- Viking = Indo-European
- Inuit = Indigenous

Time
Are we wiser than the Vikings? Re-think ‘human development’!

We have defined & organised “development” in such a way that:
- it does not take into account the biophysical processes human life, health and reproduction depend on
- it threatens the future of our children and jeopardizes human survival

*Real* development requires us to ‘land on Earth’ again (cf. Bruno Latour, *Down to Earth*)

In *that* perspective nations in the global North appear *less developed* than many peoples in the South.
What do we have in common with the Vikings? Western framing of ‘development’ = lock-in

‘Profit/Prosperity’ = E.T. growth & progress as goal, using people & planet as means

‘People’ = Homo oeconomicus
Competition & war

‘Planet’ = Natural life as resource
Depleting, polluting

Vicious circle 😞
race to the bottom

Indo-Europeans’ belief: man is created in the image of god, above nature. Sciences “decipher & rewrite the book of life”. Most scientists no longer rely on God to justify their appropriation of Life, yet keep operating within this (not scientifically justified) framework.

Sources: Harari: Homo Deus
Yasanoff: Can science make sense of life?

Constraint of human population is hardly studied as a crucial driver of sustainable development. Increasing life expectancy and population growth are mostly framed as progress and justification for further E.T. growth.

Current E.T. system is like a car running in a closed garage.
- Switch engine off = suffer
- Keep it running = suffer (& die)
Dreams

Auto-catalysis

Making Sense of Life (& Death)

Non-linear Co-evolution

Entropy

Biophysical Processes

Fossil fuels

Minerals

Soils

Bio-diversity

Nitrogen cycles

Water cycles

Carbon cycles

Food chains

Life & death

Climate

Food chains

Minerals

Soils

Bio-diversity

Fossil fuels

Entropy

Nitrogen cycles

Water cycles

Carbon cycles

Life & death

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Soils

Bio-diversity

Nitrogen cycles

Water cycles

Carbon cycles

Food chains

Life & death

Climate

Food chains

Minerals

Soils

Bio-diversity

Fossil fuels

Mapping the Anthropocene

(SAPIRR)

Population size

Human brain
(patterning & biases)

Money system

Policies & laws

Infrastructure

R&I - Technology

Information

Licences

Means of Access & Allocation

Markets

Companies

Ownership

Commons

Econ/Technol.

Habits

Communities

Art

Identity

Values

Ethics

History

Narratives

Religion

Culture
Thinking ‘future education’ again: UN Agenda 2030

A GLOBAL agenda for sustainable development; not just the South ‘catching up’ with the North, but above all the North learning to thrive with respect for all life.

Not a choice menu of goals, but an integrated agenda. E.g. ‘how to achieve economic growth (SDG8) while \textbf{at the same time} increasing human and planetary well-being?’
SDG model of ‘development’
Using Anthropocene mapping to visualise (non-linear) pathways to complex goals

Future education = learning to create **virtuous circles** that nurture meaningful, responsible and prosperous humane development - in co-evolution with (all of) Life

T.E. means (serving human wellbeing & restoring ecosystems = economic **functionality**)

Restoring biophysical ecosystems

Meaningful lives & thriving communities
Visualising perspectives & emerging alternative futures

Extractive growth (20th Century) (still dominant in most universities)

• 1972 = Club of Rome report ‘Limits to growth’, growing awareness of complexity & (un)sustainability.
• Development of Systems Thinking as paradigm adapted to complexity.
• Social & economic innovations.
• 2008 ‘Nobel’ prize to Elinor Ostrom.
• 2015 UN Global Agenda 2030, etc…

Reducing inequality

Regenerative SDG 8 growth (21st Century)

1972

YEAR ?

2030

Life

Development of Systems Thinking as paradigm adapted to complexity.
Social & economic innovations.
2008 ‘Nobel’ prize to Elinor Ostrom.
2015 UN Global Agenda 2030, etc…
Holocene solutions: E.T. means to ‘improve’ growth

Virtuous circle 😊 regenerative culture

Anthropocene solutions
Indigenous knowledge
T.E.R.R.A. means
Summary: the 4 Placentas of Future Education

Embrace complexity & uncertainty - foster creativity (Arts)

Hope: focus on emergence & resilience (leading to SDGs)

Values & stories core to survival – stimulate reflection & choice

Co-responsible learning: active & collaborative (space for exploring future-proof solutions)
Thank you

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