

Part III

Looking Ahead: Learning in the Future

In Parts I and II of this collection we have explored the emerging trends and catalytic conversations that are shaping higher education, business education and training, and learning as we know it today. We have shared empirical work and research from pilot leaders who have recently explored the integration of such non-traditional learning strategies in their own courses and program – using collaborative knowledge sharing and knowledge building across the disciplines to improve their work. Hence, in Part III we wish to look to the future of higher education and to challenge each reader to envision a new reality for learning. David Boud and Donna Rooney cite selected features of the changing higher education landscape and link them to a solid body of workplace learning research. They cite specific practices which offer potential for meeting diverse learner needs and highlight the importance of learners as producers. This concept, of empowering learners, continues with the unique and thought-provoking writings of two leaders in educational innovation. Laurie DiPadova-Stocks, originator of the “Unscripted Future” movement, and co-authors John Moravec and Ron van den Hof, creator of the “Knowmad Society,” share their perspectives on the future of learning.

Laurie DiPadova-Stocks’ examination of familial and socio-cultural context as a traditional basis for behavior, goal-setting, and achievement, explores the neatly patterned scripts that so often predestine the life of a person, and discusses the extent to which education can serve as an agent of transformation. She compares the sixteenth century with the 21st century in relation to the role of higher education in shaping conditions, personal outcomes, and futures. This illustration helps the reader learn from the past in the shadow of an uncertain and unscripted future we face today, and highlights the role of education in creating value.

With a provocative and entertaining addition to our collection, John Moravec and Ronald van den Hoff share a conversation about “higher education 3.0” and how their visions for the 3.0 world are being actualized.

At the beginning of this collection, readers were invited to consider three questions:

1. What is the future you see for higher education?
2. How can changes and opportunities in learning (i.e. with learner mobility, emergent technologies, new target populations, etc.) be harnessed to our collective advantage?
3. What will invoke your next learning innovation? (i.e., what do you anticipate exploring during the next 2 years?)

Kay S. Dennis and Amber Dailey-Hebert present a summary of responses to these questions as provided by the contributing authors. How are they thinking in fresh, new ways? To what aims will they be turning their attention in the near future? This concluding chapter is intended to encourage the reader to share in innovative, 'green light' thinking and to participate in continued conversations about these exciting topics.