

## SYNOPSIS

The Flemish and Dutch education has a good reputation. The question is whether this is sufficient in turbulent times. With the book Edushock we are aiming for more creativity and innovation in education. We describe a number of shocking trends that will change our society drastically. Daily, we see the impact in the media. We experience an unprecedented shift. This is a huge challenge for our ability to learn. What we need is abundantly available in ourselves: brainpower or intellectual capital!



It's not always necessary to seek new external resources to develop intellectual capital. The key to the treasure is the treasure. The key to creativity is within our brain. Education plays a key role in this. The greatest leverage of young talent can be found in education. It offers the perfect opportunity to optimize the intellectual ability. But does the current education system has the capability to do so? Or do we need innovations?

Innovation in education happens to our opinion best from within. We do not have to wait for the next reorganisation. Edushock offers a broad range of tips and tricks to change education in the future from the base. That way, it is meant for the teacher, director, student or parent who is willing to change and take initiative to reinvent education.

In *Edushock* we ask a couple of questions:

👉 **How can you shape learning with more passion and pleasure in the future?**  
**How can you evolve from ‘go with the flow’ to ‘make the flow’?**  
**How do you make this concrete?**

Thousands of teachers and lecturers are giving the best of themselves to teach their students and support their personal development. They are examples for many tips in *Edushock*.

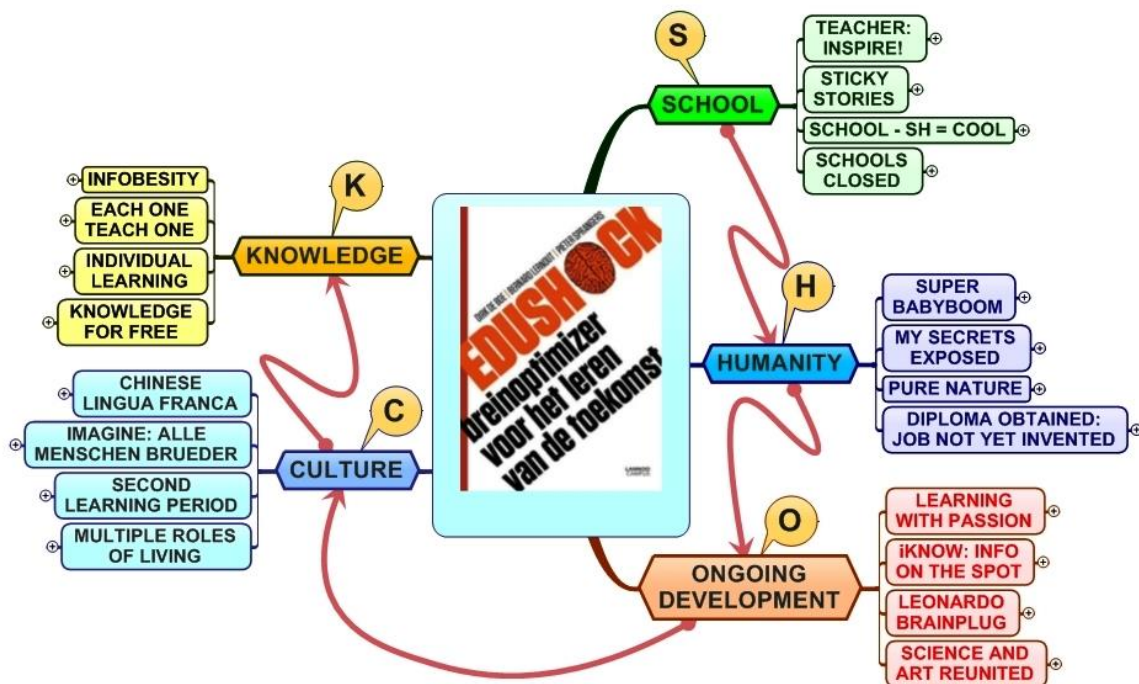
### Twenty trends

*Edushock* is based upon twenty trends which will transform the world on social, technological and human terms. We put these trends as fictional tweets in the future. After each tweet we tell a story with teacher Ann and student Ben as the main actors. The story illustrates the trend that we highlight in the tweet. After the story we explain our vision for creative learning in the future after which we summarize it. We conclude each tweet with tips and tricks which inspire to concrete action.

Some tips (1 brain) can be done with minimal and individual effort. Other tips (2 brains) ask more energy, time, resource and often also co-operation with others. Finally we have tips (3 brains) which need even broader involvement and are only realizable in the longer term.

We start with tips for the teachers. We realize that not all tips fit into an hour of 50 minutes. Many ideas are cross-disciplinary and cross-school. Therefore we also provide tips for school management and government. Of course, it is all about and for the students, so we have foreseen some specific advice for them as well.

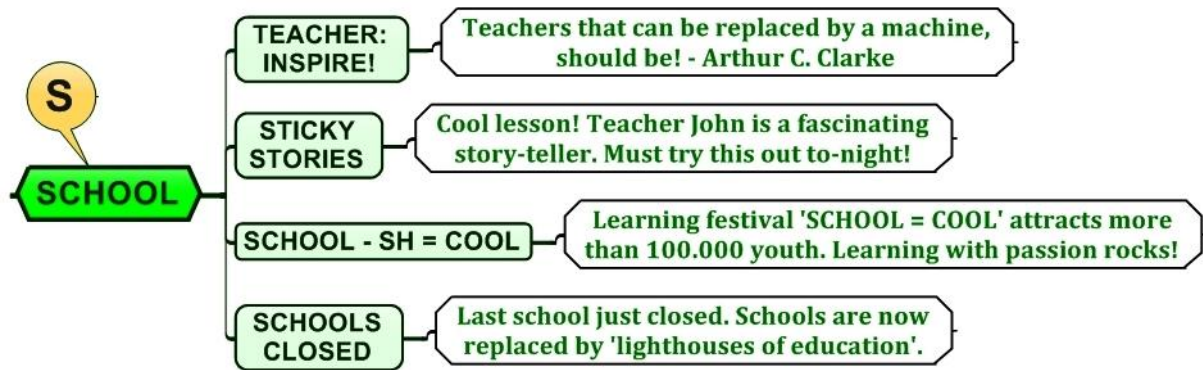
The stories and tips are not included in this synopsis but we explain shortly our vision. A helicopter view of the trends can be seen in the mind map below. They are grouped in five sections according to the acronym SHOCK.



You can read the tweets one at the time but you can also zap. Edushock has the ambition to be a permanent inspiration guide. We conclude the book with an inspiring ‘real life case’ from Klaas, a youngster who is a living example of what we talk about in the twenty tweets.

## Chapter 1: Tweets about ‘School’

You often hear the comment that schools are not that attractive. Young people do not like to go to class, they generally find their teachers boring en they remember little about what they are being taught. Some students think they learn more outside the school walls than within. In this chapter we investigate the trends that will have an impact on how the school of the future will look like. How can a learning environment be made cool again? The ideal way of learning to achieve a better result with less effort. How can storytelling contribute? How is the role of the teacher evolving in the future?



It’s important to mention that it is an evolution when you look at the vision below. It is not left or right. Keep the elements on the left side which are working fine and strengthen them with elements on the right side. So it is often the best of both worlds: left and right

### TEACHER: INSPIRE!

**Teachers that can be replaced by a machine, should be! - Arthur C. Clarke**

#### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Expert	Coach, role model and mentor
Static in front of the class	Movement in and outside the class room
Give the correct answer	More answers / ask critical questions

## STICKY STORIES

**Cool lesson. Teacher John is a fascinating story teller. Must try this out tonight !!**

### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Repeating boring content	Tell unexpected stories
Only knowing facts and figures	Playfull and intuitive learning
Complex theory	Simplified application

**SCHOOL - SH = COOL**  
(S = Stupid en H = Home arrest)

**Learning festival 'SCHOOL = COOL' attracts more than 100.000 youngsters. Learning with passion rocks!**

### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Learning is monotone	Learn with all senses
Teacher is the central person	The student is the central person
Reproduction of content	Creation of new ideas

## SCHOOLS CLOSED

**Last school just closed . Schools are now replaced by 'Lighthouses of education'.**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
School as building or institute	School as a learning community
Age dependent learning	Age independent learning
Study courses	Learning competences

**Chapter 2: Tweets about ‘Humanity’**



In the previous chapter, we focused on the school. But school is part of a larger community: the society which will be transformed by demographic, social and environmental shocks  
 How can we provide education for everyone on this planet?  
 How can we still have a private life with all these social networks?  
 How can nature become a source of inspiration for our learning again?  
 How can we prepare young people for jobs that do not exist right now?  
 In this chapter we give more background and advice on these macro-economic trends.



**SUPER BABYBOOM**

**Super babyboom: 1 billion children born since 2012 .... World population hits 8 billion!**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Shortage on teachers	Abundance of self learners
Only teachers teach	Everyone teaches and gets taught
Lessons about sustainability	Studentes develop sustainable projects

**MY SECRETS EXPOSED**

**To mijn twitter followers: I cleaned my room, emptied the dustbin, scored marijuana for my party. CU tonight at State Street 67 (Ron).**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Teacher focusing on his or her class	International connected teacher
Facebook at the playground	Integration of social networks in the class room
Fear for the risks of social networks	Appreciation for the advantages of social networks

**PURE NATURE**

**Nintendo en Sony lose market share. Gamers re-discover nature with *Live Nature Games* van Studio 2020.**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Nature as a lesson	Nature as an inspiring learning environment
Nature as a museum to explore	Nature as an engagement
How does a human being solve a problem?	How does nature solve a problem?

**DIPLOMA OBTAINED, JOB NOT YET INVENTED**

**Department of Education has sorrows. Schools' curriculum is preparing for jobs that are obsolete within four years!**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
A fixed curriculum	A curriculum acc. to needs of the students
Mere knowledge by one expert	Varied knowledge through collaboration
Gather all knowledge yourself	A network of people who create knowledge

### Chapter 3: Tweets about ‘Ongoing Development’

In previous chapters we focused on school and society. In the following tweets we concentrate on the ‘learning human being’.

How can education restore the balance between analytical and creative thinking?

Can we make our brain more creative by a technological implant ?

As all information is everywhere and immediately available, hence what is the role of a curriculum still?

Young people are far more interested in gaming, chatting and twittering. Can those activities boost the future of learning?

Come on board on the roller coaster of future developments



## LEARNING WITH PASSION

**Cool! Math does not have to be boring ... We found math-games on Facebook, using Farmville**

### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Learning against your will because you have to	Learning with passion and interest
Learning by heart	Learning with your total brain
Attention for reproduction of knowledge	Attention for development of talents

## iKnow: INFO ON THE SPOT

**iChina acquired Apple and Microsoft and launches iKnow: anything you want to know projected in the palm of your hand**

### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Manuals with limited expiration date	Online updates of learning material
Blindly zapping on Wikipedia	Intelligent discovery of new knowledge
Fixed blocks of lessons	Use latest technologies to access knowledge

## LEONARDO BRAINPLUG

**There goes the borderline between science and fiction: Leonardo brainplug available now ....**



**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Work with old learning material	Use most modern technologies
Too independent on technology	Better use of our brain without brainplug
Learn in silo's	Continuous learning across society

**SCIENCE AND ART RE-UNITED**

**Neurotch breakthrough: First successful transplant of unused right brains boosts brainpower!**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Technical/logical intelligence	Emotional intelligence as well
Overspecialisation	Balance between deep knowledge in a certain area and general skills
Art at the bottom of the curriculum	Art and science in balance

**Chapter 4: Tweets about ‘Culture’**

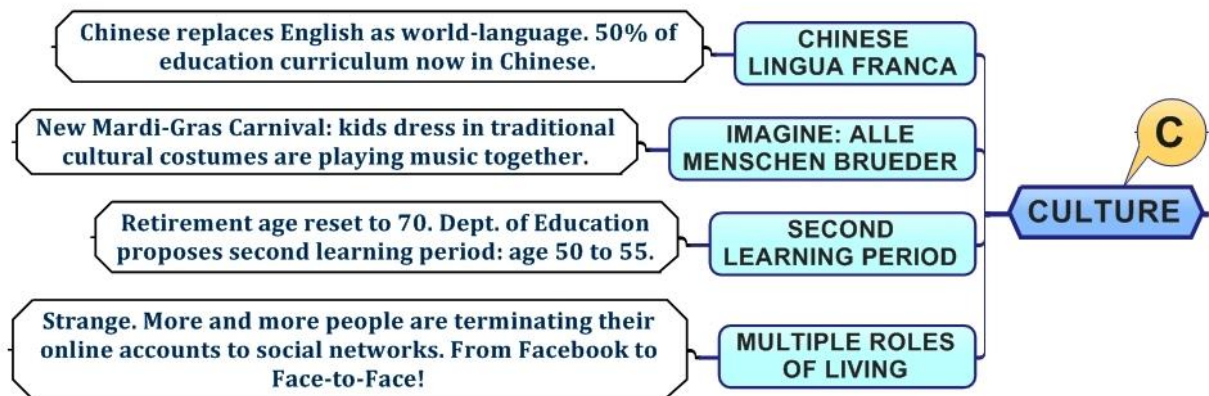
Learning does not take place in a community only. In this chapter we pay attention to the cultural changes which are popping up locally and in the world.

How do we deal with several nationalities in one class?

Is lifelong learning a duty or an opportunity?

How can our education prepare us better for our different roles in life?

Is it after the ‘americanisation now time for ‘chinanisation’?



### CHINESE LINGUA FRANCA

中文最近超过英文成为世界语言，今后50%的教育将使用中文。

Chinese replaces English as World language. 50% of the education curriculum now in Chinese.

#### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Restriction of languages to classical and Western ones	Explore languages of the growing countries
Curriculum based upon a Western model	Curriculum with open view on the world
Limited possibility for international contacts	More international exchange of youngsters in the school environment

### IMAGINE: ALLE MENSCHEN BRUEDER

New Mardi Gras festival: kids dressed in traditional cultural costumes are playing together

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Lack of creativity by seeing cultural differences as a roadblock	Cultural melting pots of creativity
Provoke different cultures	Look for cohesion between cultures
Live in different world	Live in harmony

**SECOND LEARNING PERIOD**

**Retirement age reset to 70. Department of education proposes second learning period : age 50 to 55**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
An expert with only one diploma	A broad education for various possible careers
Go in pension when you are still fit	Second learning possibility and lifelong learning mindset
School for young people	Learning community for all ages

**MULTIPLE ROLES OF LIVING**

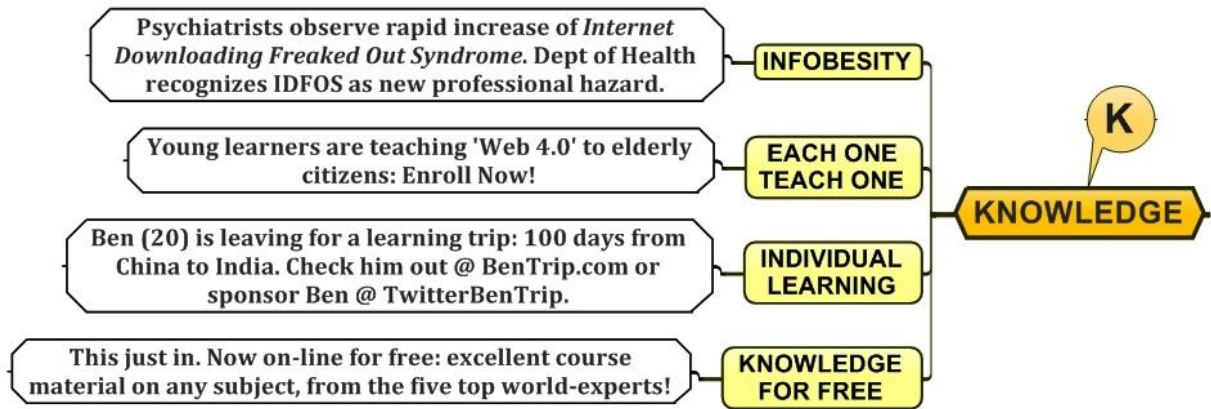
**Strange. More and more people are terminating their online accounts to social networks. From Facebook to Face-to-Face**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Focus on professional competencies	Concentrate on life competencies as well
Good scores on exams	Active citizenship
Change is risky	Addicted to change

## Chapter 5: Tweets about ‘Knowledge’

Learning yourself becomes more and more important.  
 Hoe do you find your way in the jungle of online learning material?  
 Does a curriculum for every age still make sense?  
 How can we learn better from each other?  
 How do you deal with an overload of available information?  
 In this last chapter we offer some efficient ways to gather knowledge



### INFOBESITY

**Psychiatrists observe rapid increase of Internet Downloading Freaked Out Syndrome. Dept of Health recognizes IDFOS as new professional hazard**

#### Vision in a nutshell

<u>FROM:</u>	<u>TO:</u>
Fear of not belonging	Dare to switch off social networks regularly
At random and endless surfing	Intelligent information filters
A teacher who is transferring boring stuff	A teacher as a coach who bring students in contact with qualitative sources

### EACH ONE TEACH ONE

**Young learners are teaching ‘Web 4.0’ to elderly citizens: Enroll Now!**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Students per age	Intergenerational learning
Closed and local education	Open and connected education
Learning according a fixed curriculum	Learning in function of a student's needs

**INDIVIDUAL LEARNING**

**Ben (20 ) is leaving for a learning trip: 100 days from India to China. Check him out @BenTrip.com of sponsor Ben @ TwitterBenTrip.**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Learning in classes	Learning according to individual needs
One teacher for a class of students	Every student has a personal coach
Everybody has the same curriculum	For every student an adapted curriculum

**KNOWLEDGE FOR FREE**

**Now on-line for free: excellent course material on any subject, from the five top world-experts!**

**Vision in a nutshell**

<u>FROM:</u>	<u>TO:</u>
Traditional learning material	Excellence courses from experts worldwide
Islands of knowledge	'Glocalising' knowledge
Inferior Wikipedia knowledge	Accreditations and quality labels

## **A word about the authors**

**Dirk De Boe** is innovation and creativity expert. His company Creashock helps organisations and their people to think creative. He is passionate about lifelong learning and is lecturer at the Highschool HoGent. He has a background in the industry and worked many years for Philips.

**Bernard Lernout** coaches professionals and families in innovation and learning. He is an Leonardo da Vinci addict and an expert in smarter learning. He is a trainer and public speaker and recently founded a new company: Castello da Vinci

**Pieter Sprangers** is founder of Domo de Refontiro which brings innovation in human processes. He has years of experience in education as professor at the Karel de Grote Highschool. He is passionate by creativity and personal development.