

An Ethical Framework for Ubiquitous Learning



Image: http://commons.wikimedia.org/wiki/File%3AJoseph_Mallord_William_Turner_-_The_Sun_of_Venice_Going_to_Sea_-_Google_Art_Project.jpg

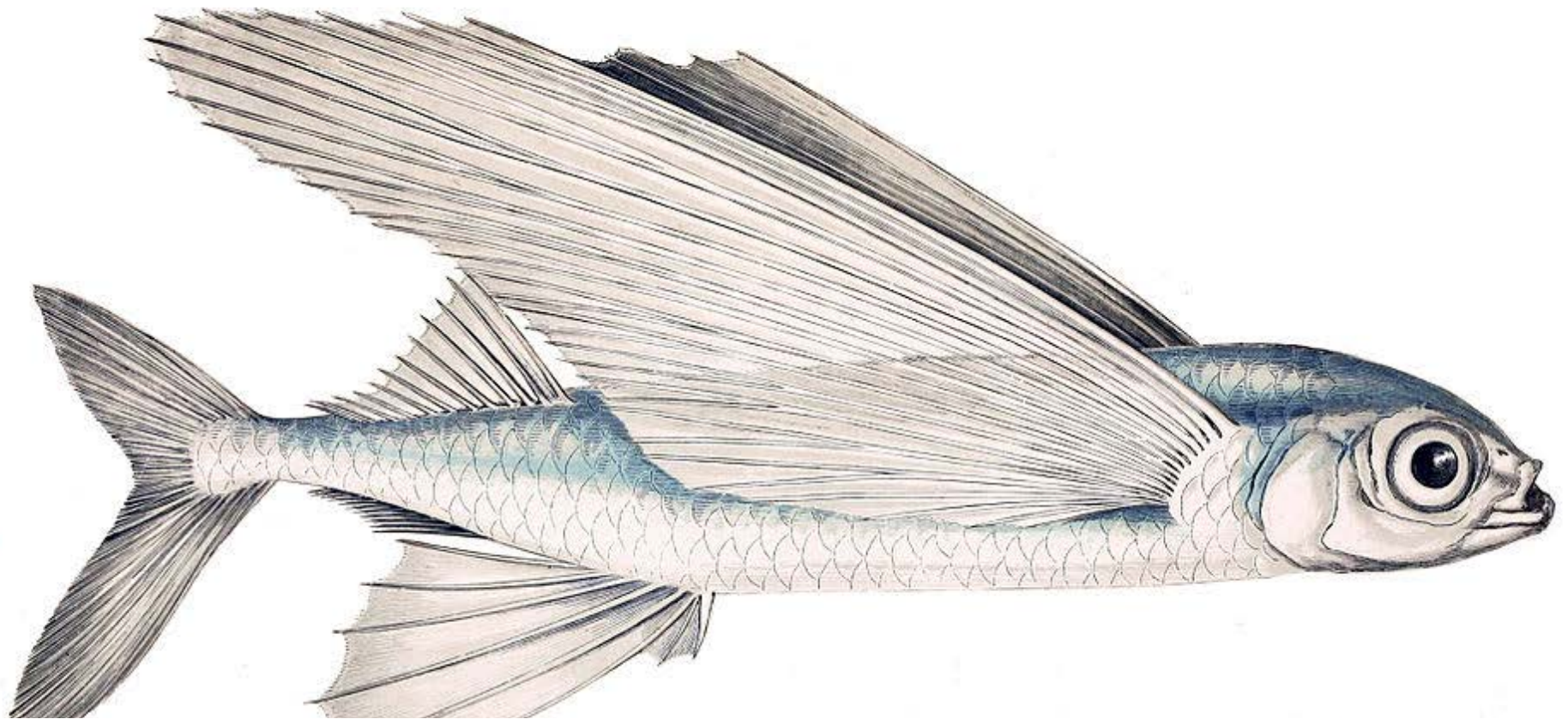
IN MY TIME

1. **Heavy investment in computer mediated, and online learning without evidence of improvements**
2. **Questionable directions: Learning object theory, Academic capitalism, Educational inflation**
3. **Sidelining of clear evidence of informal and networked learning: Google/Wikipedia/Youtube, Free University movement**

TECHNOPOLY

1. Techno-determined ideas and actions
2. Destroy the past to build the future(ism)
3. Incapacity to consider consequences

Image: http://commons.wikimedia.org/wiki/File%3AExocoetus_volitans.jpg



4. It should be pointed out, however, that such a consensus is meant to provide "the initial conditions" for the operational evolution of the Club of Rome Project. It should only be viewed as an exemplary value-base whose universality, validity, and credibility depends on the judgments of the DELPHI technique participants. Nevertheless, it will represent an attempt for a substantive and professionally coordinated delineation of the "Predicament of Mankind". The more groups engage in similar intellectual efforts, the more meaningful the dialogue on the worldwide problématique will become. It is felt that only through such an iterative, global and substantive process can mankind gradually attain a value-base consensus, and avoid the prospects of a critical future situation.
5. The work program exposition of the Club of Rome Project relies heavily on the global (or G) matrix approach. It therefore appears desirable to start the discussion of the work program by explicating the structure and utility of such a matrix.

The G-Matrix

**THE ROAD TO HELL
paved by good intentions**

Ethics > principles > methods > outcomes...

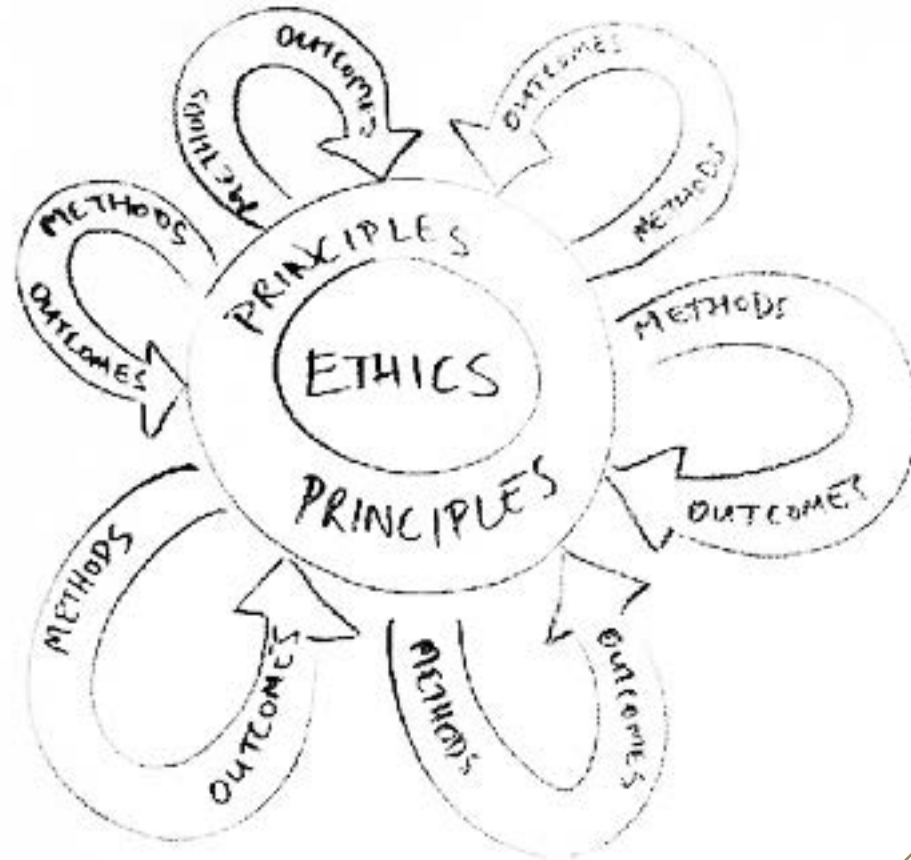


Image: <http://permacultureprinciples.com/principles/>



ETHICS

Living with dignity and justice
Open and accessible
Relevant and meaningful

Principles

Survival

The conditions for survival are necessary but not sufficient to ensure justice; people can survive in prison. Illich (1973) Chapter 2

Justice

The just distribution of industrial outputs are necessary, but not sufficient to promote convivial production. People can be equally enslaved by their tools.

Self-defined work

A person's ability to express themselves in work will not require the enforced labor or the enforced learning or the enforced consumption of another.

Improvised

Learning unfolds in opportunities for engagement. It is not specified as a set of dictates for proper practice. Lave and Wenger (1991) Page 91

Participation

More than observation, it is both absorbing and being absorbed in - the "culture of practices". Lave and Wenger (1991) Page 94

Transparent

The cultural heritage of a thing is apparent and the use and significance of a thing interact to inform learning. Lave and Wenger (1991) Page 100

Discourse and action

The significance of language is fully appreciated, including posture, dress, attitude etc. Lave and Wenger (1991) Page 105

Motivation and identity

Acceptance by the community, but responsibility of the participant.
Lave and Wenger (1991) Page 110

Learning as continuity

Not restricted to a curriculum or a purely interpersonal phenomenon, but to a practice as a whole, including intergenerational, where displacement and renewal of knowledge is included. (Lave and Wenger 1991) Page 113

Freedoms

For any purpose, to study how, to change and make improvements, to redistribute copies.

(Adapted from Stallman 1986)

Decentralised

Slowly decentralize and enrich through contact with many places and people. Build new educational facilities in a way which extends and enriches this network.

(Alexander et al 1977)

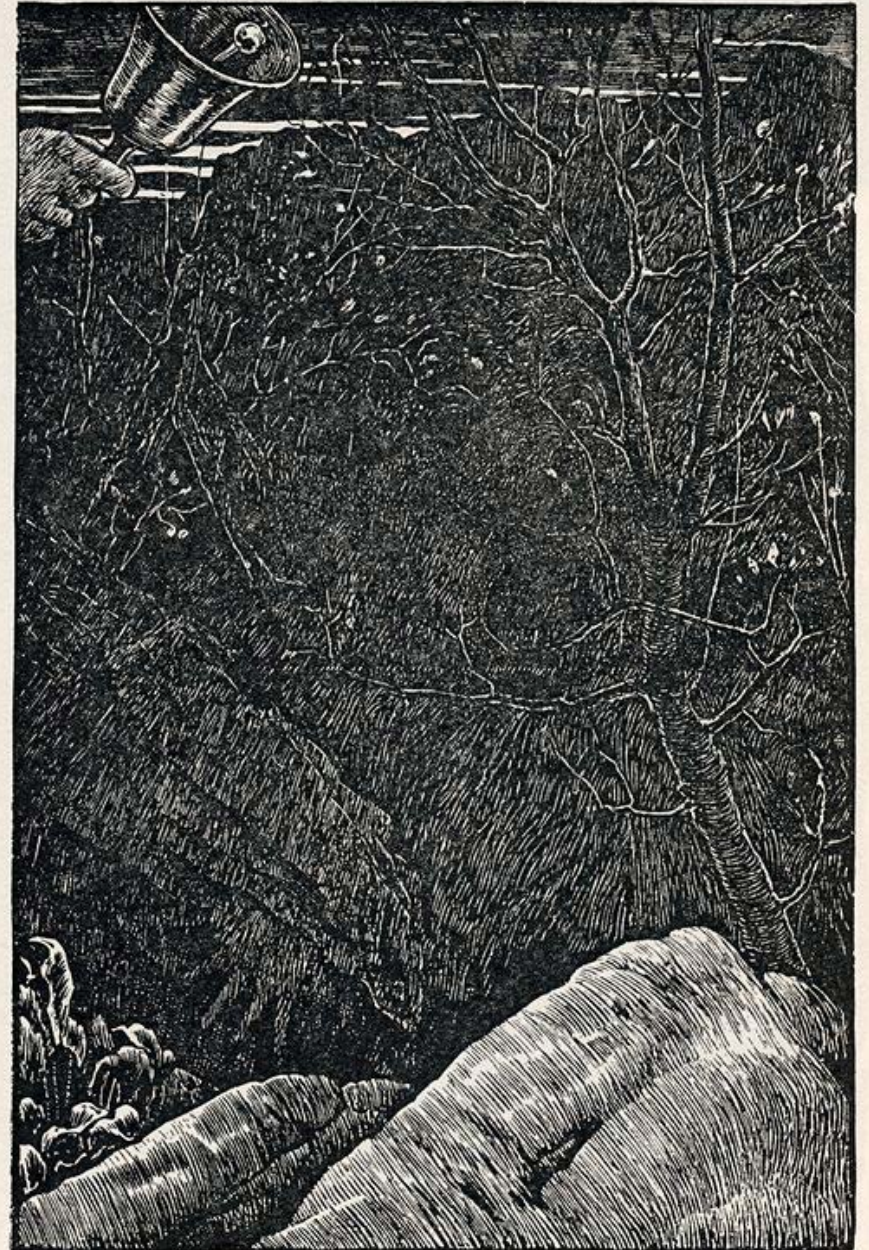


Image: http://commons.wikimedia.org/wiki/File%3ALewis_Carroll_-_Henry_Holiday_-_Hunting_of_the_Snark_-_Plate_10.jpg



Methods

**Situated art and situated learning
Melbourne Theatre:**

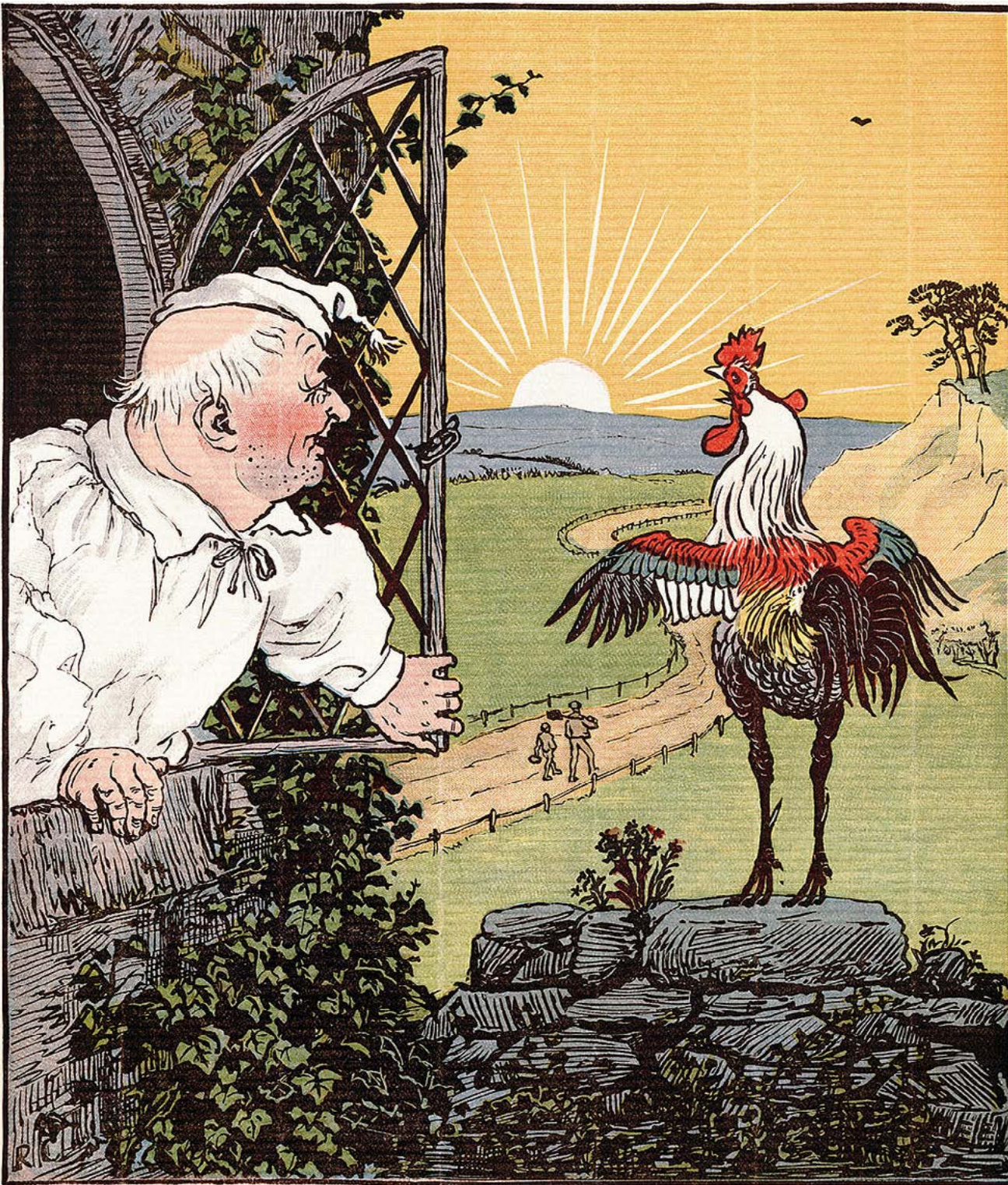
**One Step At A Time Like This - En Route
San Diego group AgitProp - University 2837**

http://commons.wikimedia.org/wiki/File%3Allya_Repin_-_Sadko_-_Google_Art_Project.jpg

METHODS

Convivial learning networks

- 1. School of Everything**
- 2. Peer-to-Peer University**
- 3. Transition Universities (not to mention Towns)**
- 4. Melbourne Free University**
- 5. The Free University of San Francisco**
- 6. Really Free School**
- 7. The Really Open University**
- 8. The Campaign for a Public University**
- 9. Purpose Ed**
- 10. The Public School**



METHODS

*Free and open
educational practices*

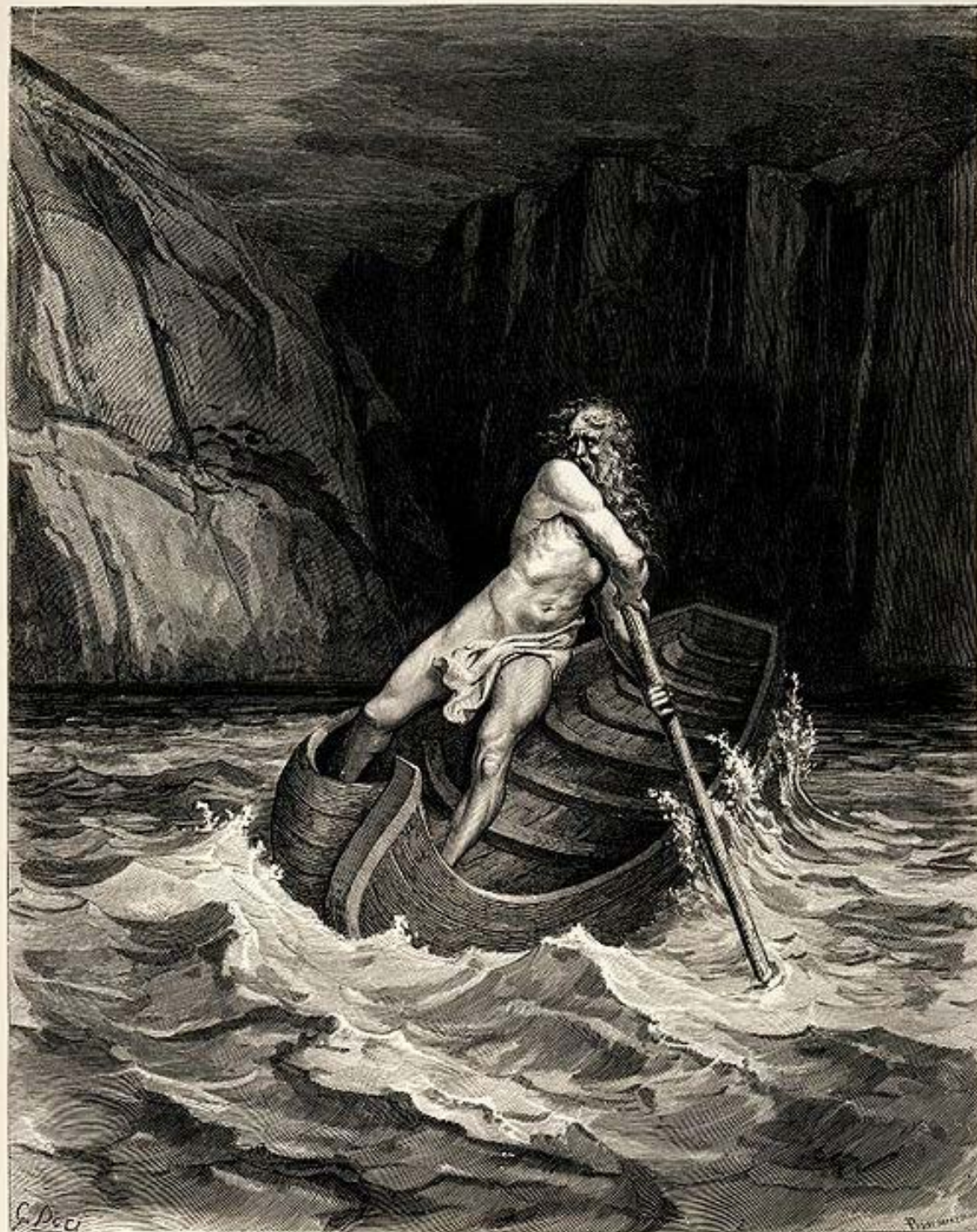
**OPEN EDUCATION PRACTICES:
A User Guide for Organisations.**

[http://commons.wikimedia.org/wiki/
File%3ARandolph_Caldecott_illustration2.jpg](http://commons.wikimedia.org/wiki/File%3ARandolph_Caldecott_illustration2.jpg)

A WORK IN PROGRESS

http://en.wikiversity.org/wiki/User:Leigh-blackall/An_ethical_framework_for_ubiquitous_learning

[http://commons.wikimedia.org/wiki/File:3AGustave_Dor%3A9_-_Dante_Alighieri_-_Inferno_-_Plate_9_\(Canto_III_-_Charon\).jpg](http://commons.wikimedia.org/wiki/File:3AGustave_Dor%3A9_-_Dante_Alighieri_-_Inferno_-_Plate_9_(Canto_III_-_Charon).jpg)



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And, lo! toward us in a bark
Comes on an old man, hoary white with eld,
Crying, "Woe to you, wicked spirits!"

Canto III., lines 76-78.