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Nous avons le plaisir de vous inviter à notre

Soirée de novembre

le vendredi 20 novembre 2009, 18h30, à l'Hôtel Alpes et  
Lac, Neuchâtel

La soirée débutera par une

Conférence dédiée à une réflexion sur l'évolution de  
l'informatique dans notre société

**HYBRIDATIONS ET e-PARTICIPATION DANS LA  
SOCIÉTÉ DE L'INFORMATION**

Deux ans après sa remarquable intervention de Vevey (23.11.07), M. Raymond Morel nous fait à nouveau le plaisir de sa présence pour nous inviter à poursuivre en sa compagnie ses réflexions sur la société de demain : l'acquisition de certaines nouvelles compétences-clés devient de plus en plus nécessaire pour vivre avec sérénité dans la société de l'information (SI). Celles-ci évoluent pendant la vie active et se trouvent toujours davantage sous des formes diverses, que l'on peut désigner comme hybridations de l'éducation tout au long de la vie. La e-participation et la e-inclusion de chacun-e en dépendent, tout comme la pertinence et le succès de bien des développements en cours dans les stratégies nationales de SI.

de 18h30 à 20h00, dans une des salles de conférence de l'Hôtel Alpes et Lac  
(<http://www.alpesetlac.ch>), en face de la gare CFF de Neuchâtel.

Présentation et débat animés par Monsieur Raymond Morel, représentant suisse à l'Assemblée générale de l'IFIP, et président de la Commission ICT de l'Académie suisse des sciences techniques.

Un échange d'expérience sera ensuite établi entre les participants et le conférencier autour d'un

**Apéritif**

de 20h00 à 20h30

Enfin, nous partagerons le traditionnel

**Repas de l'ARI : l'espace convivial**

dès 20h30, à la salle à manger

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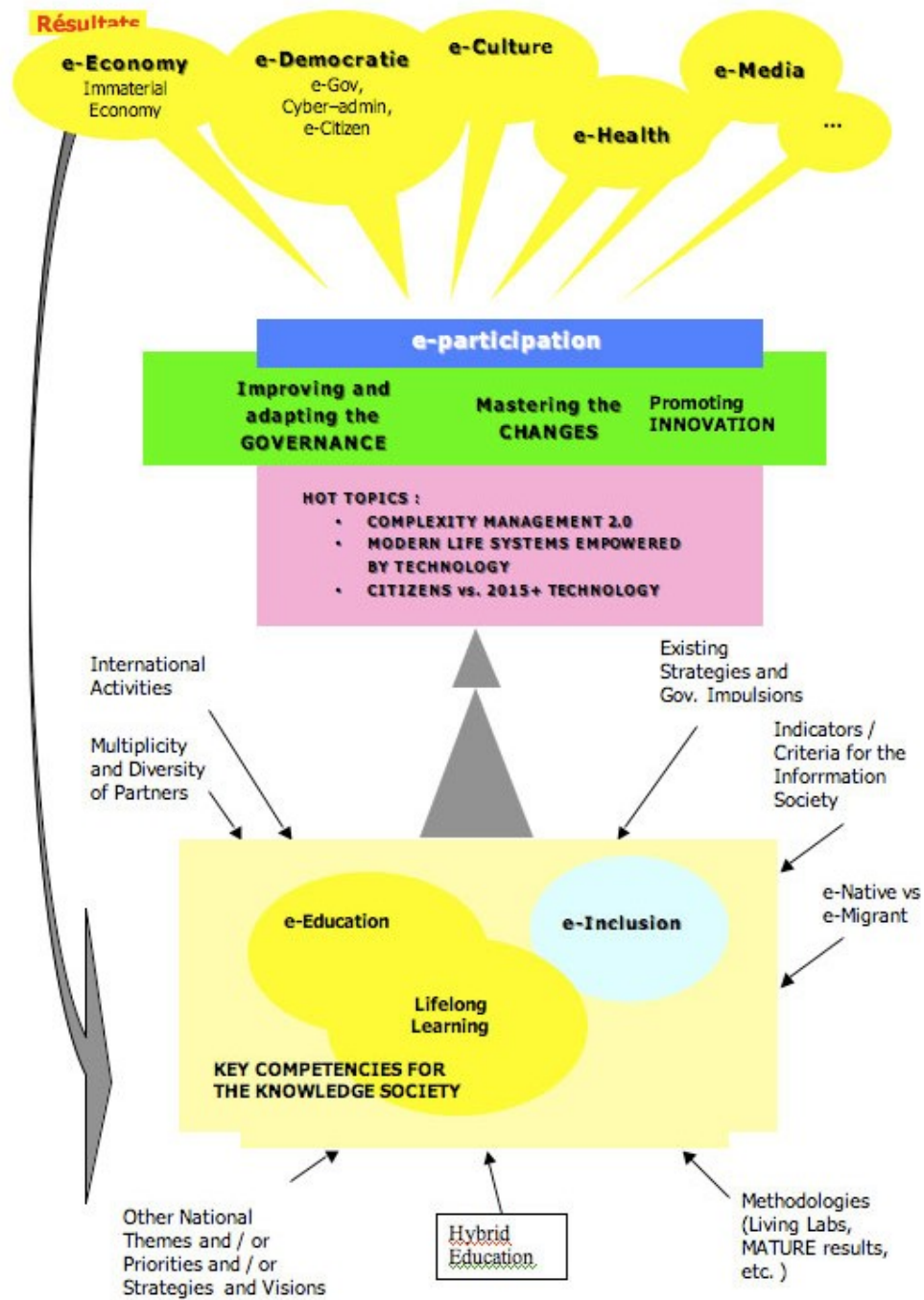
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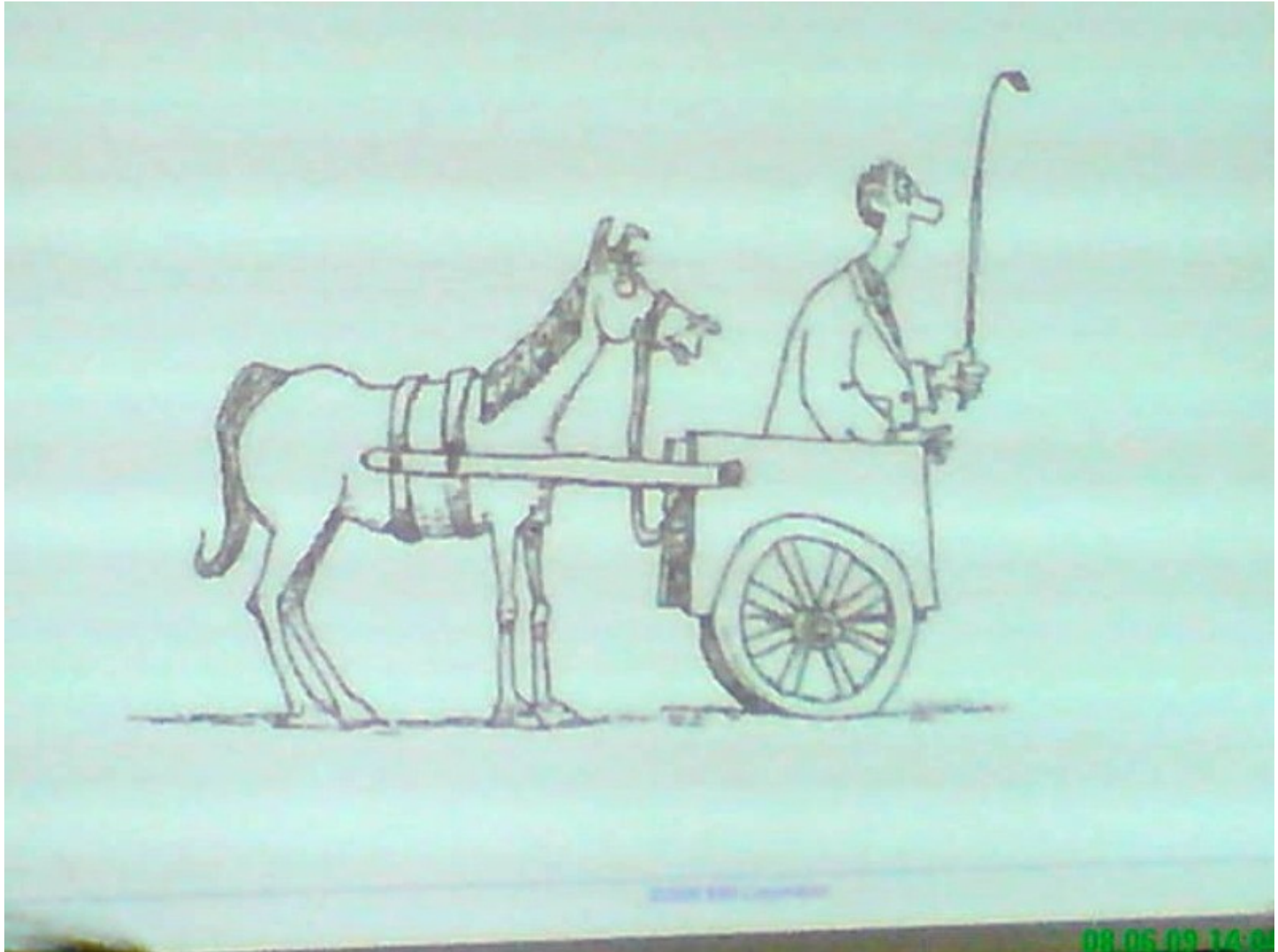


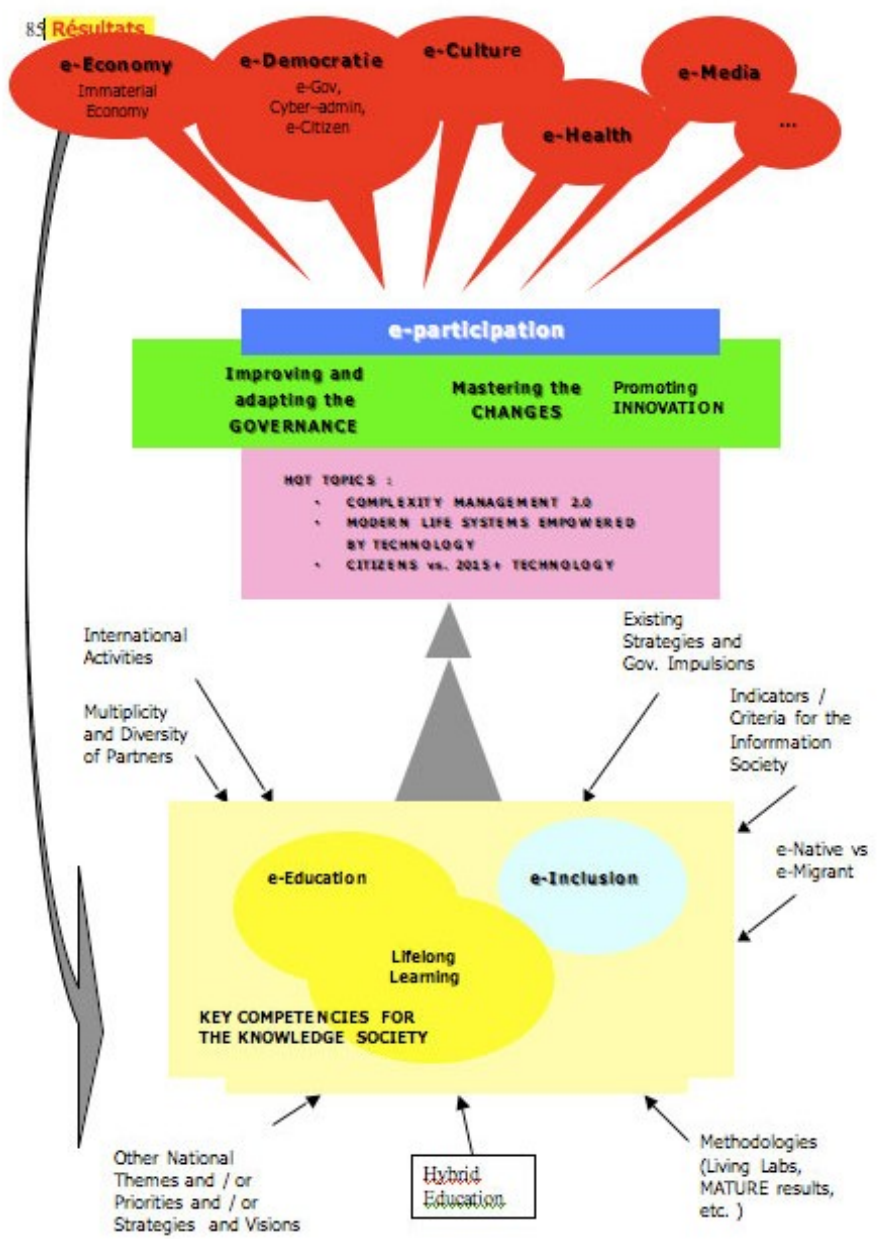
2009

C'EST QUOI CES NOTES?











2012

Plan de  
développement  
de l'**économie  
numérique**



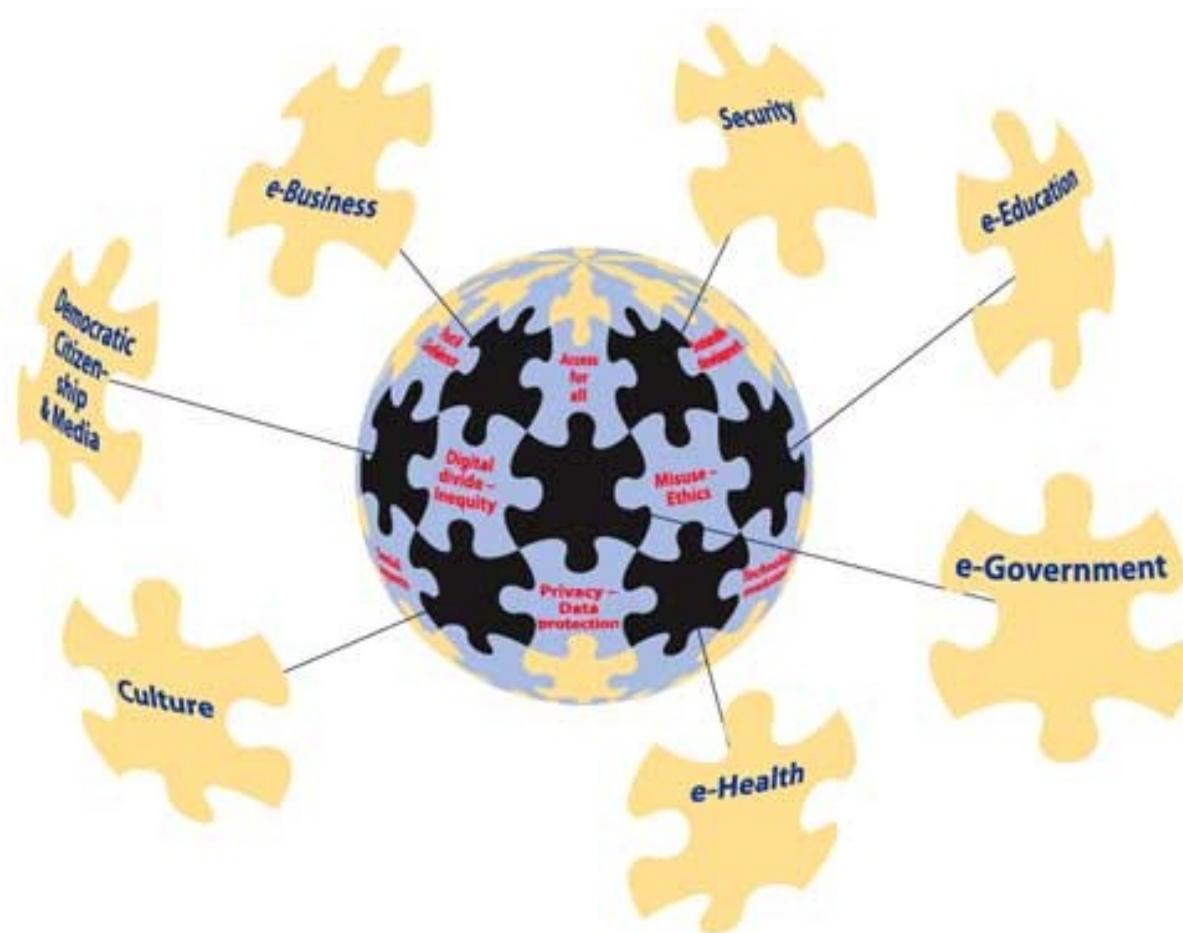
[www.francenumerique2012.fr](http://www.francenumerique2012.fr)

+ LL in ICE'2009 Leiden

WIKI-bowl-SEOUL or

# The e-change puzzle

<http://www.ifip-tc3.net//IMG/pdf/boule-seoul.pdf>



<http://www.ict-21.ch/spip.php?rubrique60>

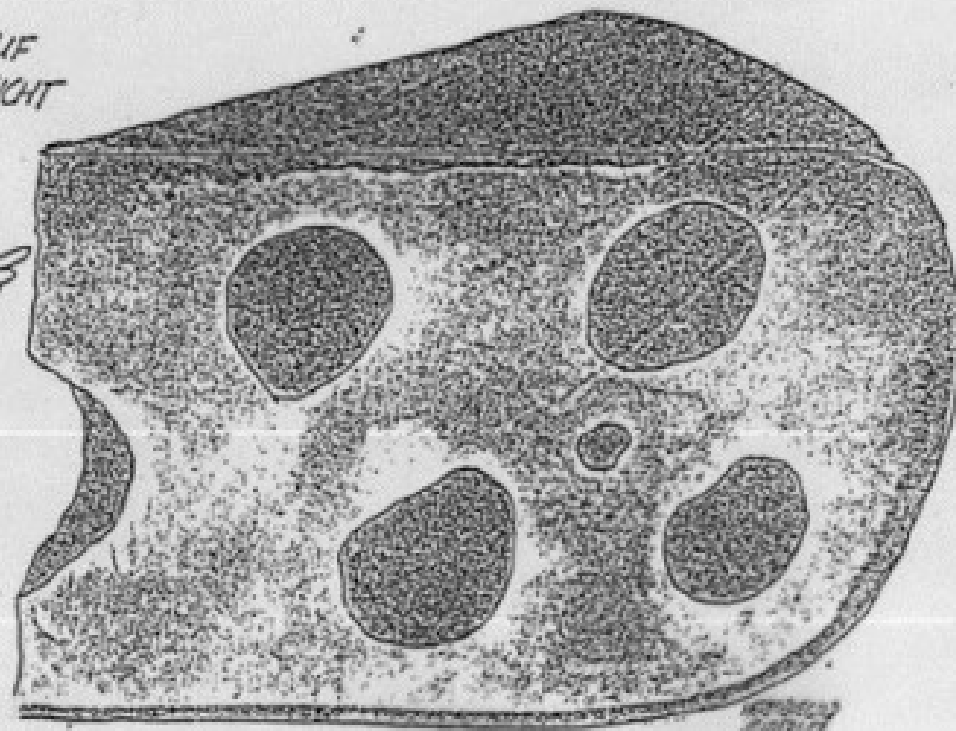
Conference Brussels - 22-23 JAN 09

IFIP Agora Initiative

Raymond Morel (IFIP - SATW - SEM)



SCHAU AUF  
DEN KÄSE, NICHT  
AUF DIE  
LÖCHER!



WOLFGANG  
SIEGEL

# WSIS Community



Welcome to the follow-up community of the World Summit on the Information Society.

## Log In

Remember me | [Lost password](#)

[Log In](#)

## Register

Join the WSIS follow-up community

[Next step](#)

## Latest activity



Blog: work from home  
rahulsinghai 7 hours ago



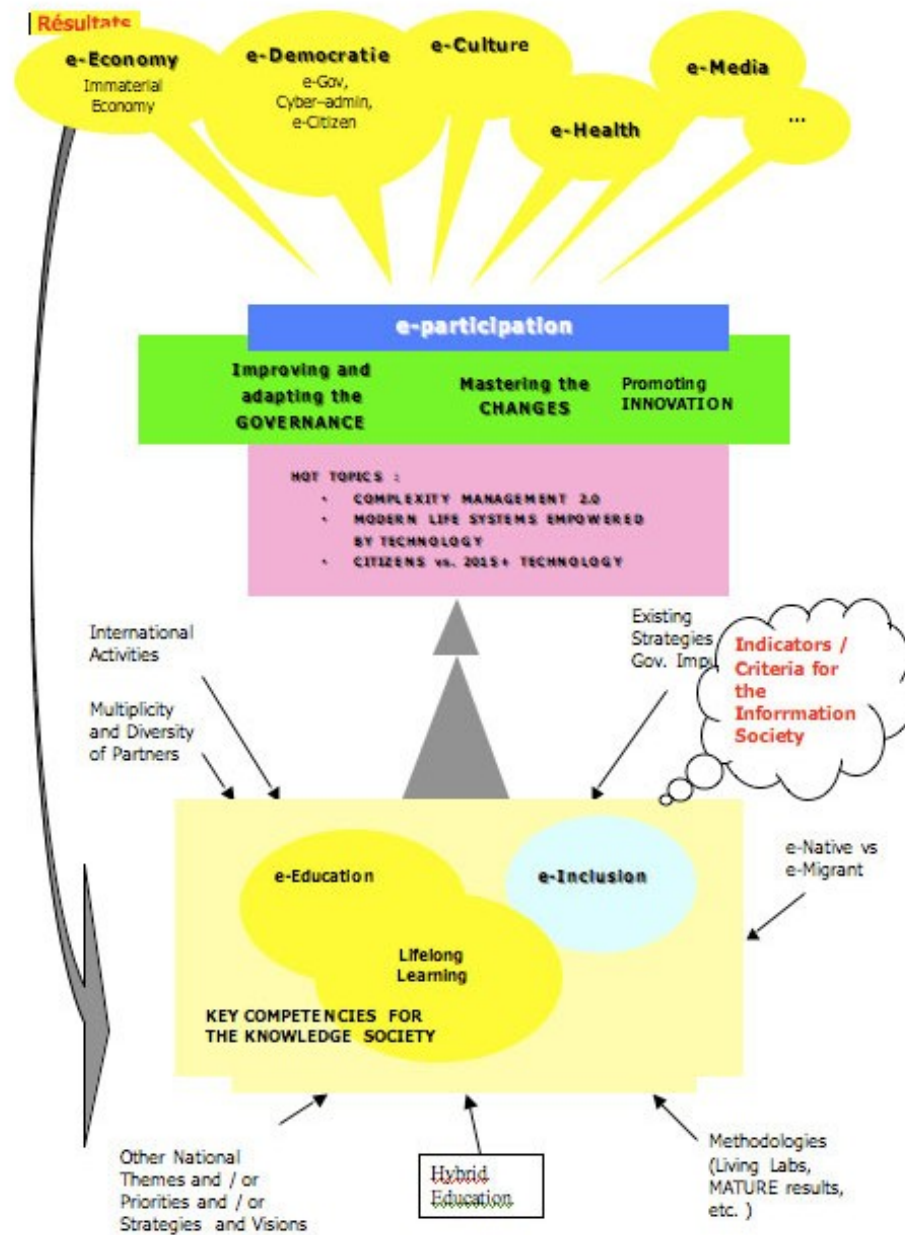
Bookmarked: SolarNetOne: Solar-powered networking for anyone (Visit resource)  
Don Robertson 23 days ago

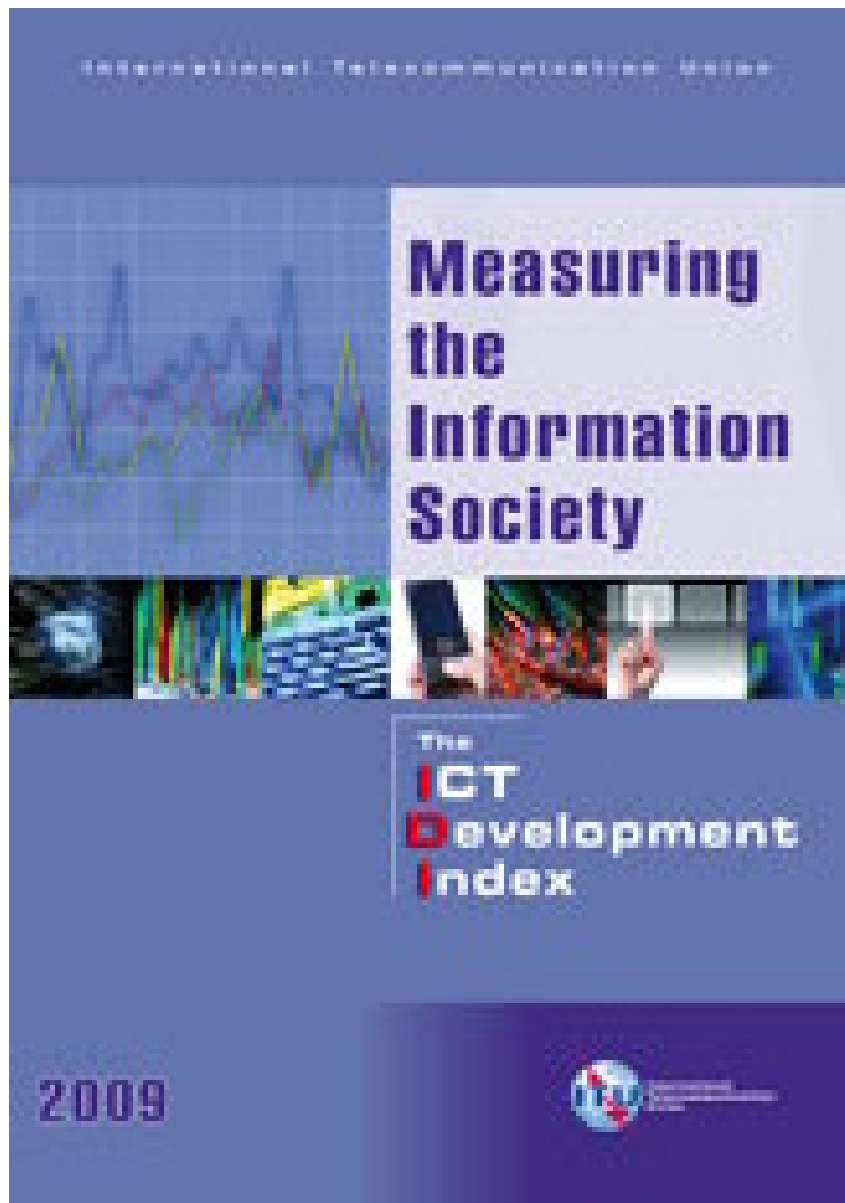


Survey on the CB Multistakeholders Team (2008)  
Mauro Rosi 30 days ago

## Upcoming Activities

[See all events](#)





<http://www.ict-21.ch/com-ict/spip.php?article28>

## Measuring the Progress of Societies



### Global Project (Home)

- > WHAT we are doing
- > WHY is our work important
- > WHO are the partners
- > HOW to get involved
- > Frequently Asked Questions

### ICT Tools

- > Technical tools to help transform information into knowledge

### Regional Networks

- > Africa
- > Arab Countries
- > Asia and the Pacific
- > Latin America
- > OECD Countries
- > Russia and CIS

### Research

- > Overview of Research Activities
- > Indicators
- > What people know about societal progress
- > Taxonomy
- > Knowledge Base

**Is life getting better?** Are our societies making progress? Indeed, what does "progress" mean to the world's citizens? There can be few questions of greater importance in today's rapidly changing world. And yet how many of us have the evidence to answer these questions?

The Global Project on "Measuring the Progress of Societies"- hosted by the OECD and run in collaboration with other international and regional partners - it seeks to become the world wide reference point for those who wish to measure, and assess the progress of their societies. Read more about - [What we are doing](#)

### What's New



#### New Website for ICT sharing tools: [www.ICT4Progress.org](http://www.ICT4Progress.org)

The purpose of this website is to allow collaboration of ICT projects, by sharing the actual source code, application, tools and design with other developers or interested users from all around the world. This website enables a community of innovative technology experts to benefit from each other's tools, expertise and knowledge and for users to acquire on new tools.

Read the [Institute of Development Studies](#) new policy briefings on [AFTER 2015: PROMOTING PRO-POOR POLICY AFTER THE MDGs](#) - with briefings on 3d Human Wellbeing (that discusses the work of the Global Project); Gender Equality and Low Carbon Growth. The 'After 2015' debate is about questioning the value of an MDG-type, market-based approach to international development, about progress

### Stay informed

- > Newsletters
- > Newsroom

RSS

Charting Progress,  
Building Visions,  
Improving Life

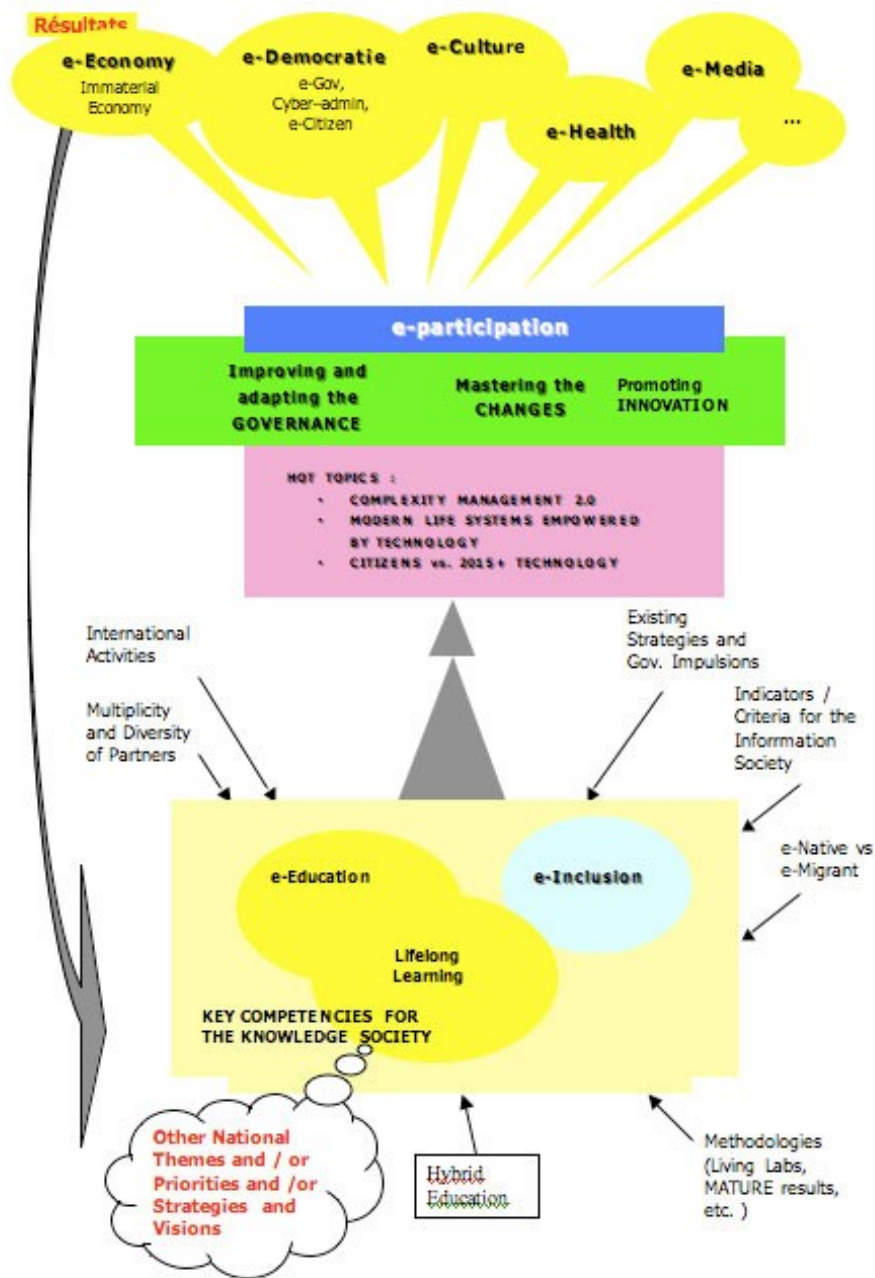


3rd OECD World  
Forum on  
» **"Statistics,  
Knowledge and  
Policy"**

### Global Project "Network of Networks"



Look at the new  
interactive World Map



## Government and partners

Becta works closely with partners across the education system. Together, we create the conditions that result in technology being used to benefit learners.

### E-strategy

### Strategic advice

### Policy views

### Research

#### ▼ Reports and publications

- ▶ Archive
- ▶ Official statistics
- ▶ Video evidence
- ▶ Research community
- ▶ Managed research
- ▶ Research support

### Get involved

### Publications

Becta > Government & partners > Research > Reports and publications

## Reports and publications

Given the Government's continuing investment in ICT in education, the importance of rooting policy and practice in a secure evidential base continues to grow.

This section contains publications from desk-based research, fieldwork and other research activities undertaken or managed by Becta. There are also a number of reports published by Becta on behalf of other organisations.

1 to 10 of 87

Filter: Order by: **Published: Newest first** Display: **10 per screen** **Apply Filter**

Previous

Screens: [1] 2 3 4 5 6 7 8 9

Next

### E-maturity: Learner survey

Year published - 2009

A summary of key findings from an independent survey of learners' uses of new technologies ...

### Harnessing Technology Schools Survey 2009

Year published - 2009

A final report of the main findings from the Harnessing Technology Schools Survey 2009 ...

### Narrowing the Gap: Literature Review

Year published - 2009



---

### **The influence of new media technologies used in learning on young people's career aspirations**

Year published - 2009

This research explores how types of work within the new media and creative industries are seen to be ...

---

### **Investigating ILT best practice**

Year published - 2009

This research focuses on the use of Virtual Learning Environments in Further Education ...

---

### **RNIB college learners get smart with their mobile phones**

Year published - 2009

This research looks at how mobile phones may help improve learning for disabled learners ...

---

### **Virtual maths in an industrial context: Learning with new and emerging technologies**

Year published - 2009

This research focuses on how virtual sites have been created with maths problems embedded ...

---

### **Reflective practice in CPD**

Year published - 2009

The 'Reflective Practice in e-CPD' project focused on the frequency ...

---

### **Investigating attitudes towards online safety and security**

Year published - 2009

This research investigates attitudes towards online safety and security ...

---

### **Location based logging**

Year published - 2009

Technology developed in the Participate project allows students to create visualisations of pollution ...



Filter: Order by: Published: Newest first ▾ Display: 10 per screen ▾  
Apply Filter

Previous Screens: 1 [2] 3 4 5 6 7 8 9 Next

**Children's use of mobile phone text messaging and its impact on literacy development in primary school**

Year published - 2009

This research focuses on children's use of text messaging and the impact it has on their literacy development ...

**Alcohol and a mashup: Exciting and engaging data displays**

Year published - 2009

This research looks at students creating mashups on alcohol use amongst young people ...

**Evidence on the impact of technology on learning and educational outcomes**

Year published - 2009

This paper presents an interim review of evidence on the relationship between technology and learning outcomes ...

**Models of innovation in learning online**

Year published - 2009

Models of innovation in learning online ...

**Engagement and ICT - Interim Report**

Year published - 2009

The aim of this project was to develop trainee teachers' awareness of the role of ICT in engaging pupils ...

**The use of video-stimulated reflective dialogue for professional development in ICT - Final report**

Year published - 2009

This project sought to evaluate the efficacy of video-stimulated reflective dialogue as a CPD tool ...

**Analysis of emerging trends affecting the use of technology in education**

Year published - 2009



Search

## Directorate for Education

**Directorate for Education**

- Research and knowledge management
  - Centre for Educational Research and Innovation (CERI)
  - Preschool and school
  - Higher education and adult learning
  - Education, economy and society

**Back to**

- OECD home page
- Department List

Home: [Centre for Educational Research and Innovation \(CERI\)](#) > CERI - Digital learning resources as systemic innovation

- About
- Statistics
- Publications & Documents
- Information by Country


### CERI - Digital learning resources as systemic innovation

[Send](#) [Print](#)

The broad aim of this activity is to review and evaluate the process of policy innovation as well as public and private initiatives designed to promoting the development, distribution and use of digital learning resources for the schools sector. In so doing, the activity will bring together evidence of:

- how countries go about initiating ICT-based educational innovations related to digital learning resources, the players and processes involved, the knowledge base which is drawn on, and the procedures and criteria for assessing progress and outcomes;
- what factors influence the success of policies aimed at promoting ICT-based educational innovations, particularly those related to the production, distribution and use of digital learning resources including user involvement in the production process and new actors such as the gaming industry and media companies;
- user-driven innovations related to digital learning resources, carried out by learners and teachers, such as innovative production and use of digital learning resources, and how the educational system responds to such innovations.

[More about the project digital resources as systemic innovation](#)



**Beyond Textbooks  
Digital Learning Resources as Systemic  
Innovation in the Nordic Countries**

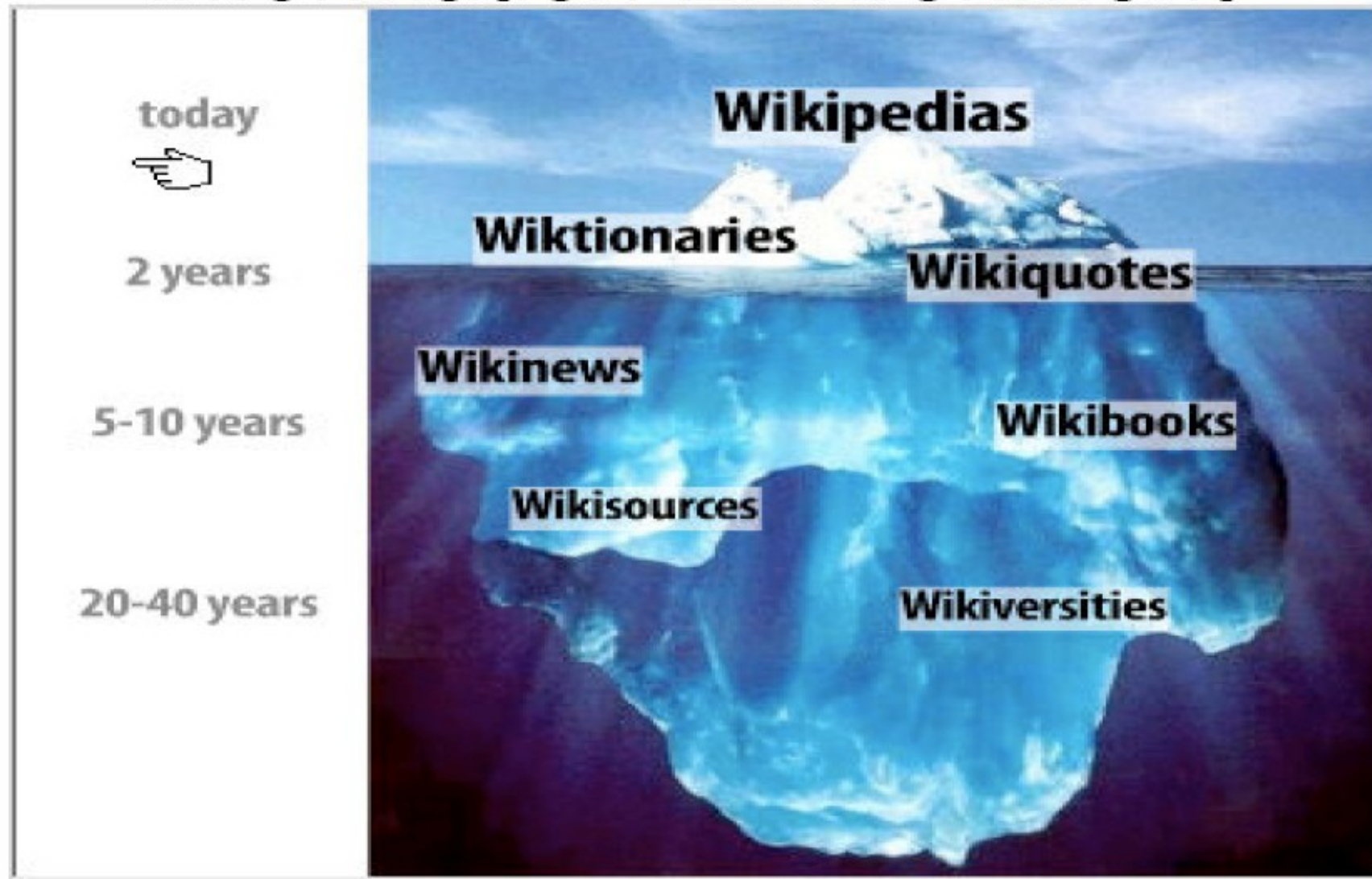
**09-06-08**

**M**

**Jan Hylén**

**jan.hylen@metamatrix.se**

# Information Environment



Varis London 2008

14

EU project e-Start ==> Digital Literacy

## 2 links with important EU projects :

- **The MATURE Project**

- <http://www.mature-ip.eu/>

- [http://www.ifip-tc3.net/IMG/ppt/6JMmature\\_agora\\_final.ppt](http://www.ifip-tc3.net/IMG/ppt/6JMmature_agora_final.ppt)

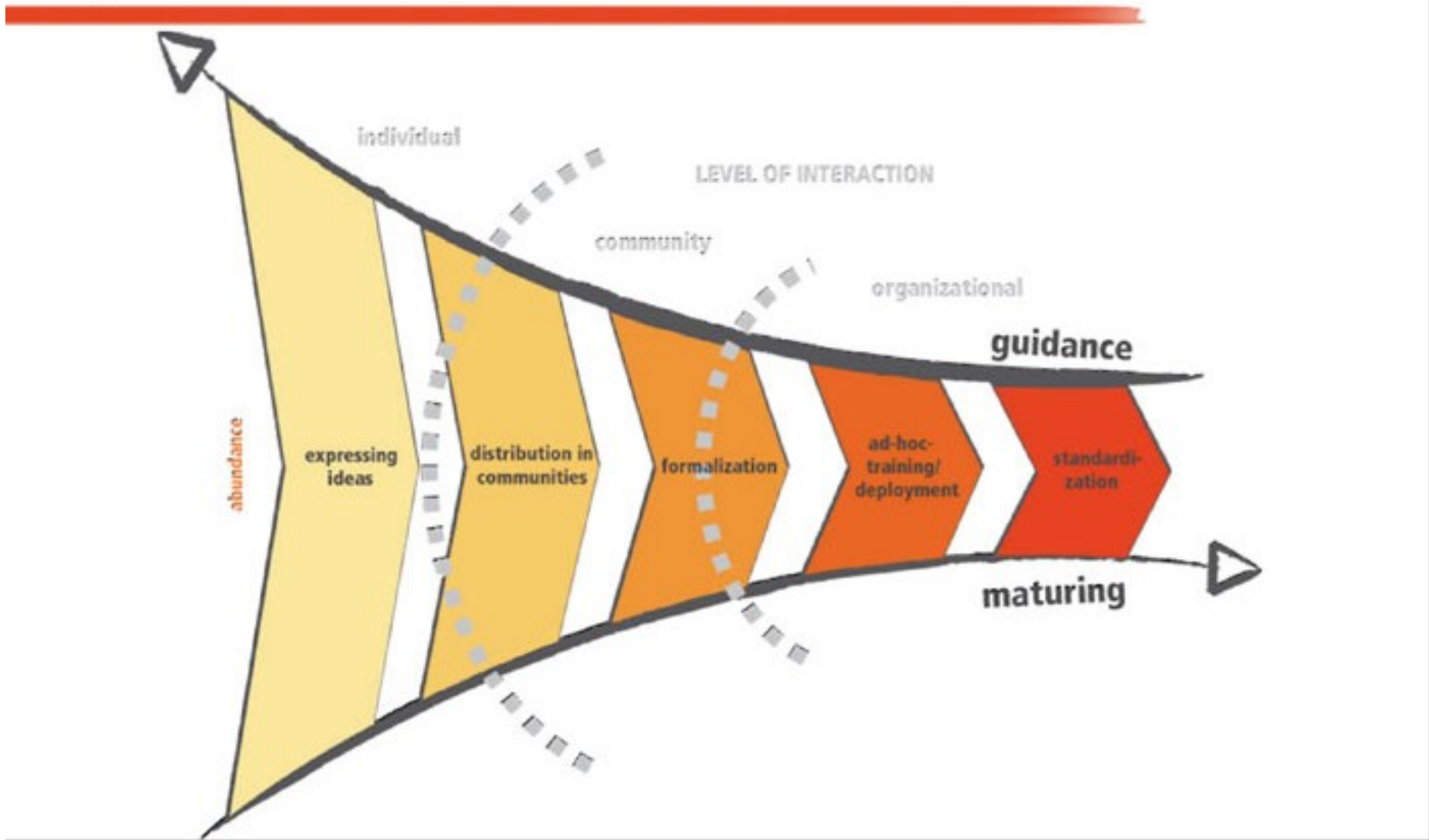
- **The European Network of Living Labs (ENoLL)**

- <http://www.openlivinglabs.eu/>

- [http://www.ifip-tc3.net/IMG/pdf/eJOV10\\_SPILL8\\_Mulder\\_Velthausz\\_Kriens\\_Harmonization%20Cube.pdf](http://www.ifip-tc3.net/IMG/pdf/eJOV10_SPILL8_Mulder_Velthausz_Kriens_Harmonization%20Cube.pdf)



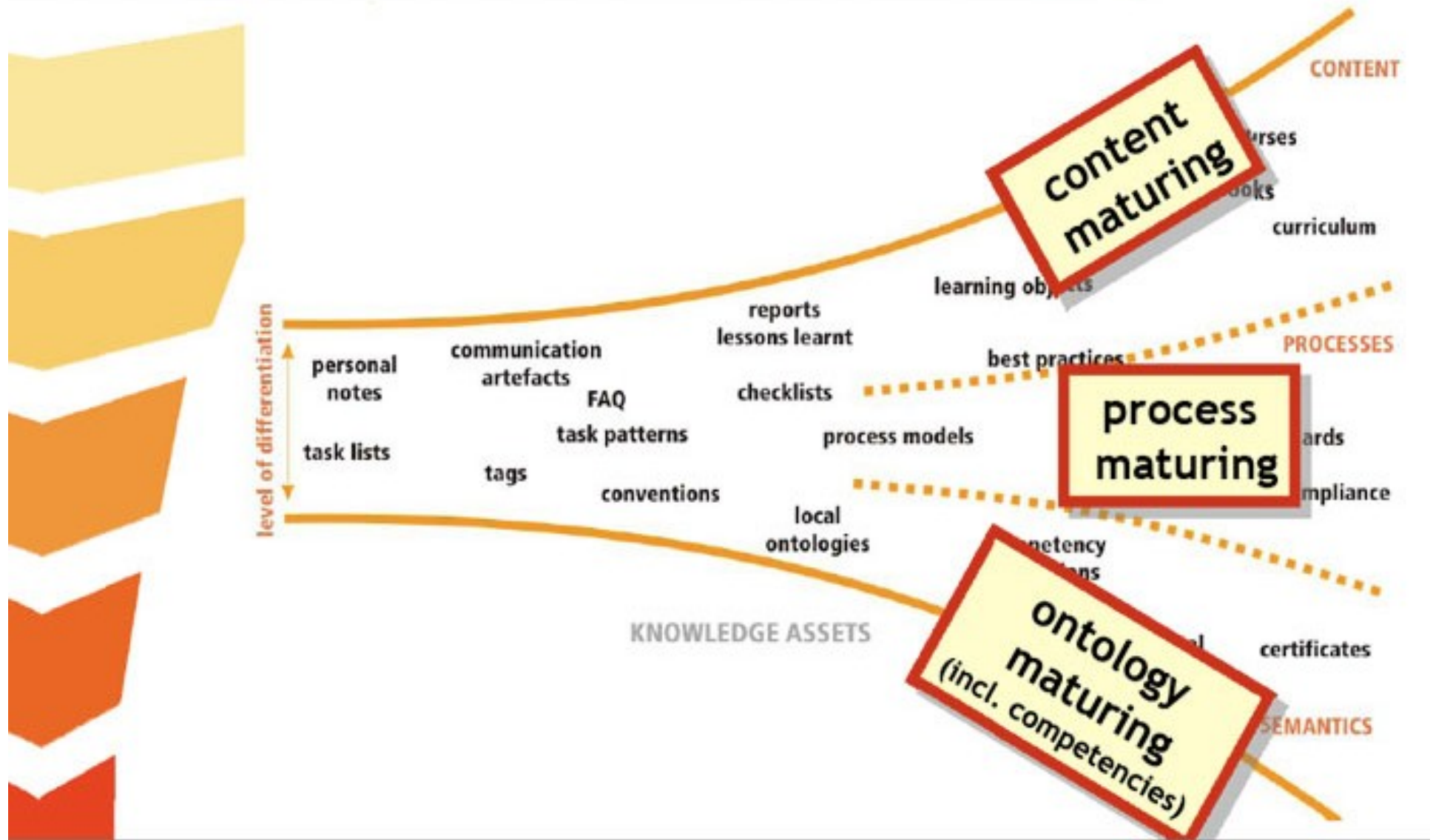
# Knowledge Maturing Process Model



EU project MATURE



# Knowledge Maturing Process Model (2)



http://www.livinglabs-eu.eu/

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s Firefox SemActu OpenLivingLabs - European Ne...

# OpenLivingLabs

European Network of Living Labs - a first step towards a new Innovation System!

Member of  
**European  
 Network of  
 Living Labs**

- Home
- The mission
- The concept
- About us
- The network
- Events
- Open innovation community
- Blog
- Ami-Communities
- COLLABS

**Living labs:**

- Barcelona
- Bologna
- Bremen
- Brussels
- Budapest
- Budapest
- Caen
- Chamusca
- Colchester
- Copenhagen
- Cudillero
- Edinburgh
- Enschede
- Fellbach
- Frascati
- Granada
- Guimarães
- Hasselt
- Helsinki
- Kecskemét
- Kranj
- Lahti
- Lannion

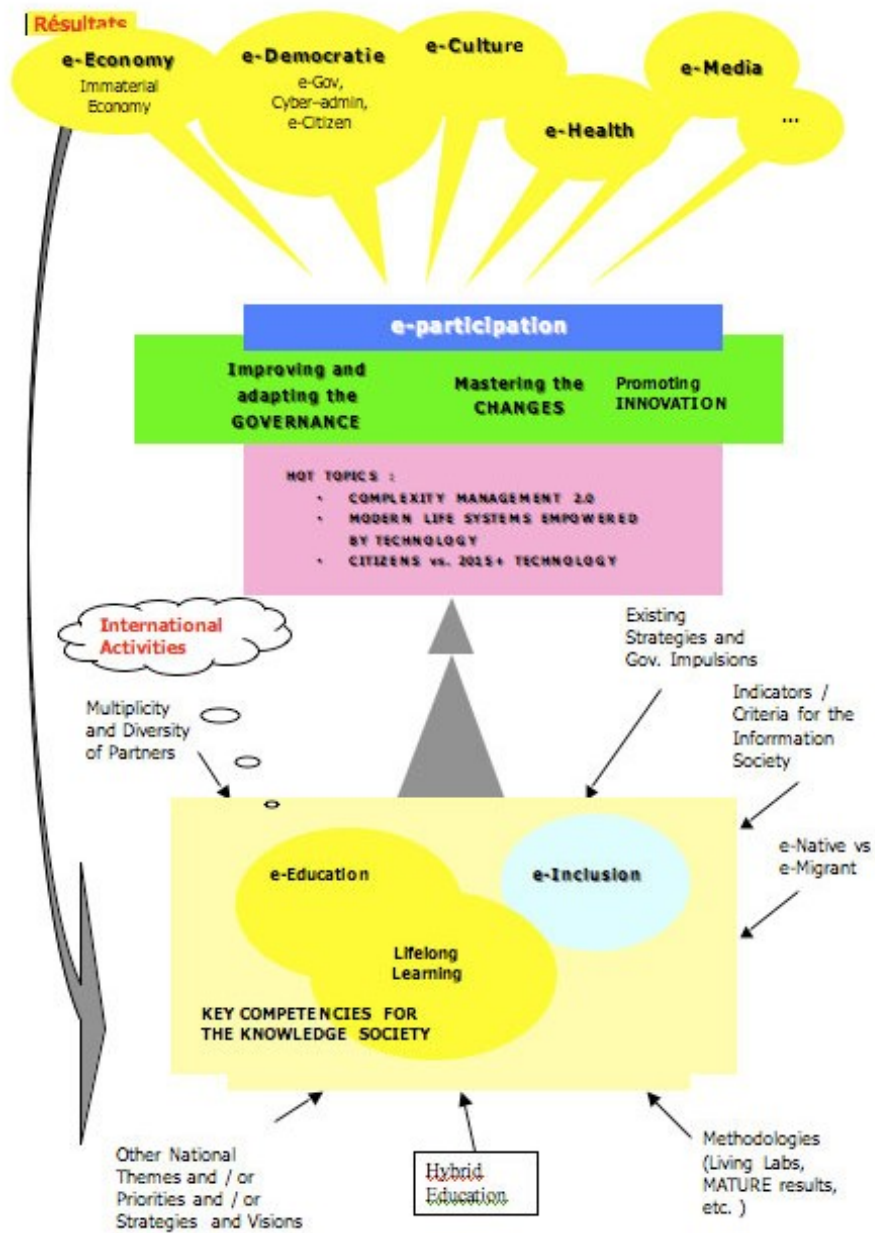
eStart conference 17-18nov08 IFIP Agora Initiative Raymond Morel (IFIP - SATW - SEM)



# Education at a Glance 2008

OECD INDICATORS





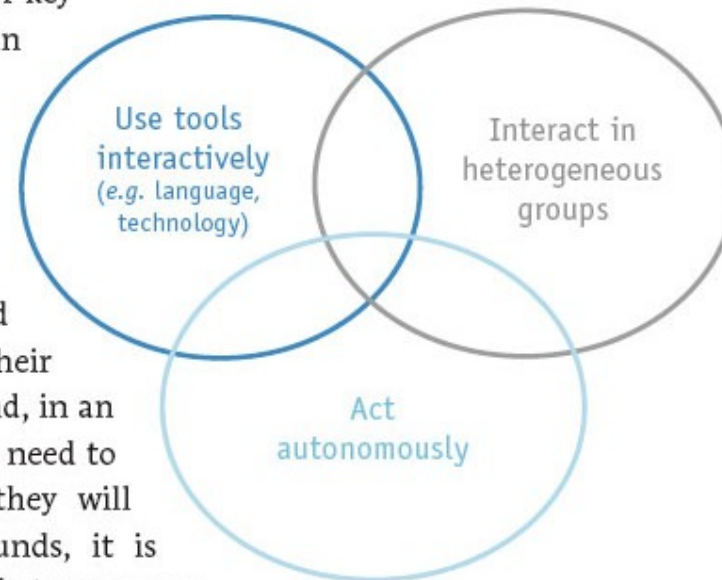
# DeSeCo

## OVERVIEW

### What Competencies Do We Need for a Successful Life and a Well-Functioning Society?

#### Key Competencies in Three Broad Categories

The DeSeCo Project's conceptual framework for key competencies classifies such competencies in three broad categories. First, individuals need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such as information technology and socio-cultural ones such as the use of language. They need to understand such tools well enough to adapt them for their own purposes – to use tools interactively. Second, in an increasingly interdependent world, individuals need to be able to engage with others, and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups. Third, individuals need to be able to take responsibility for managing their own lives, situate their lives in the broader social context and act autonomously.



<http://www.ici-21.cerif.it/SATI/WG/IMG/pdf/026.CONTRIBUTION.02.pdf>

<http://www.oecd.org/dataoecd/47/61/35070367.pdf>

# Report

## **ICT scientific societies at the dawn of the 21st century: which opportunities for Europe?**



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# Futures in Practice: Draft NOW Report

*November 2001*

Peter Scrimshaw

Centre for Language and Communications  
The Open University

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## THE THINK PROJECT

*First Draft*

**DAVID WOOD**



Pour lire le texte, veuillez télécharger ce texte au format pdf en cliquant l'icone Acrobat ci à gauche.

THE THINK PROJECT Remarque : ce fichier pdf fait plus de 60 pages. Vous pouvez prendre connaissance des grandes lignes dans la Table des matières ci-dessous.

---

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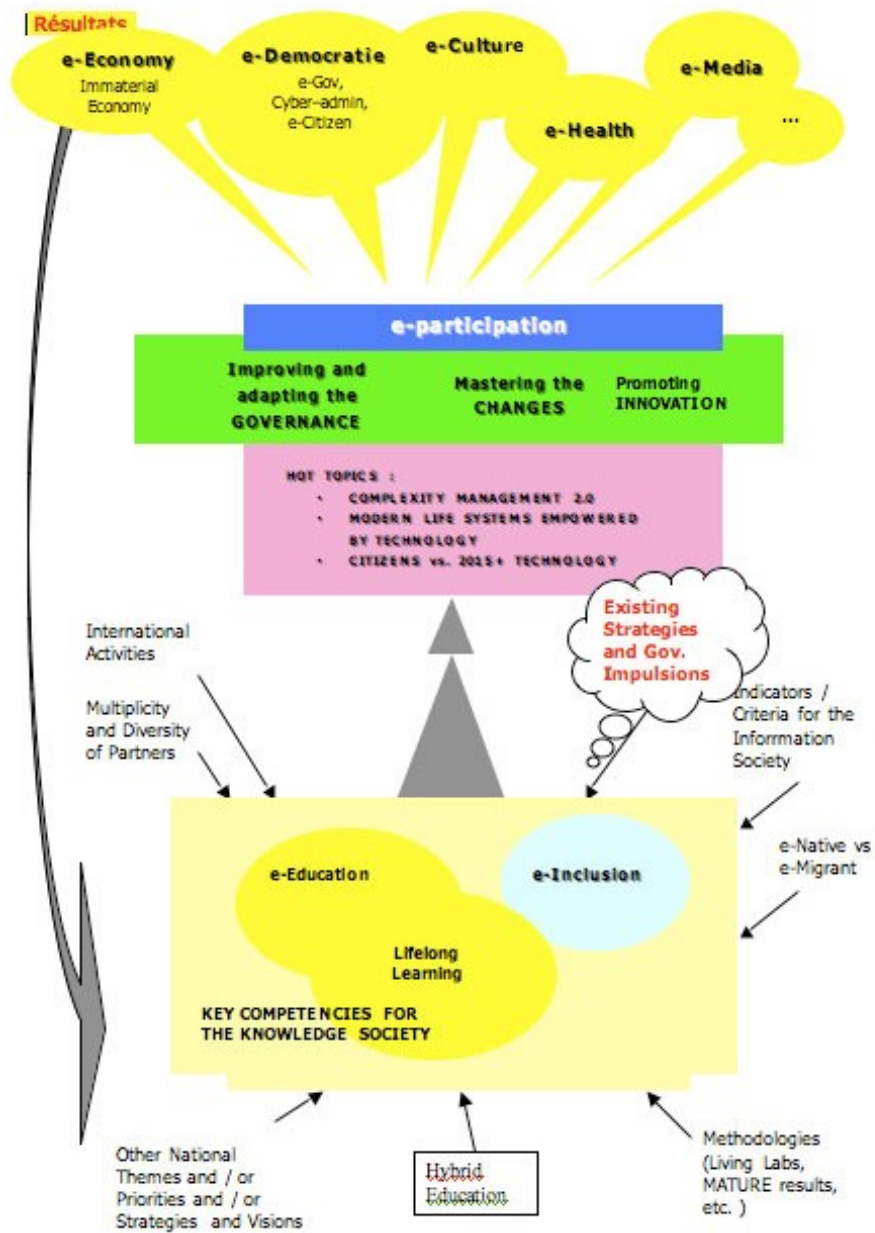
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Auteur : DAVID WOOD





# The Four Pillars of Education

Learning  
to know



Learning to  
do



Learning to  
live  
together



Learning to  
be



The Four Pillars of Education, described in Chapter 4 of *Learning: The Treasure Within*, are the basis of the whole report. These four pillars of knowledge cannot be anchored solely in one phase in a person's life or in a single place. There is a need to re-think when in people's lives education should be provided, and the fields that such education should cover. The periods and fields should complement each other and be interrelated in such a way that all people can get the most out of their own specific educational environment all through their lives.

Click on each pillar for more information.

The cover features a photograph of a vast, calm body of water under a bright blue sky filled with large, white, fluffy clouds. The horizon line is visible in the distance. The text is centered on the page.

# THE HORIZON REPORT

2009 EDITION

a collaboration between  
**The NEW MEDIA CONSORTIUM**  
and the  
**EDUCAUSE Learning Initiative**  
An EDUCAUSE Program

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# 6 OECD Scenarios

cf. BC units

"status quo »

"Bureaucratic School Systems Continue »:

Strong school systems, resistance to radical change,  
Individual classroom and teacher models remain dominant.  
Growing use of ICT without changing schools' main  
organisational structures.

Teachers form a strong corps.

Role and status: continuation of the present situation.

Teaching is considered as an “individual art”.

<http://www.ict-21.ch/com-ict/IMG/pdf/6-scenarios-ceri-ocde.pdf>

"status quo »

"Teacher exodus - The 'meltdown scenario'"

Teaching profession rapidly ageing, less and less attractive.

ICT appear as a possible response to teachers shortage.

Salaries increase in order to attract more teachers, but it has detrimental consequences for investments (ICT and physical infrastructure).

A major difficulty in recruiting enough teachers, the market of “school at home” is developing, with new types of professionals.

"re-schooling"

"Schools as Core Social Centres"

Focus is on socialisation goals and schools in communities.

Schools: the most effective bulwark against social, family and community fragmentation.

Much attention is given to non-cognitive outcomes, values and citizenship.

School facilities open to the community.

ICT are used extensively, especially for communication.

Teachers have a high-level status.

Many other professionals, community players, parents, etc.

“re-schooling”

“Schools as Focused Learning Organisations”

A stronger knowledge orientation. ICT extensively used.

Schools look like "learning organisations".

Flourishing research on pedagogy.

Schools management uses teams, networks...

Teachers enjoy favourable conditions and are highly motivated,

R&D, continuous professional development,

group activities, networking (including internationally).

Contractual arrangements might well be diverse, with mobility in and out of teaching.

“Networked teachers in a networked society”.

“de-schooling”

“Learning Networks and the Network Society”

New forms of co-operative networks.

Abandonment of schools in favour of learning networks.

The emerging “network society” leads to dismantling of school systems.

Small group, home schooling and individualised arrangements.

Substantial reduction in public facilities for schools.

No longer reliance on “teachers”; New learning professionals emerge, consultants (home teaching, educational “hot lines”, office consultancy...).



“de-schooling”

“Extending the Market Model”

Existing market features in education are extended; governments encourage diversification.

New providers stimulated to come into the learning market.

The most valued learning determined by choices and demands.

There is a substantially reduced role for public education authorities

Entrepreneurial management modes are more prominent.

New learning and educational professions are created in the market.

*Alain Michel'*

## **Six scénarios sur l'Ecole**

Alain Michel nous présente ici six scénarios sur l'avenir de l'École à l'horizon de 15-20 ans dans les pays industrialisés, scénarios élaborés collectivement dans le cadre du programme «L'École de demain» mené par le Centre pour la recherche et l'innovation dans l'enseignement (CERI) de l'OCDE (organisation de coopération et de développements économiques).

Le premier scénario est celui du prolongement du statu quo qui, malgré quelques ajustements à la marge, se traduit par une dégradation générale de L'École.

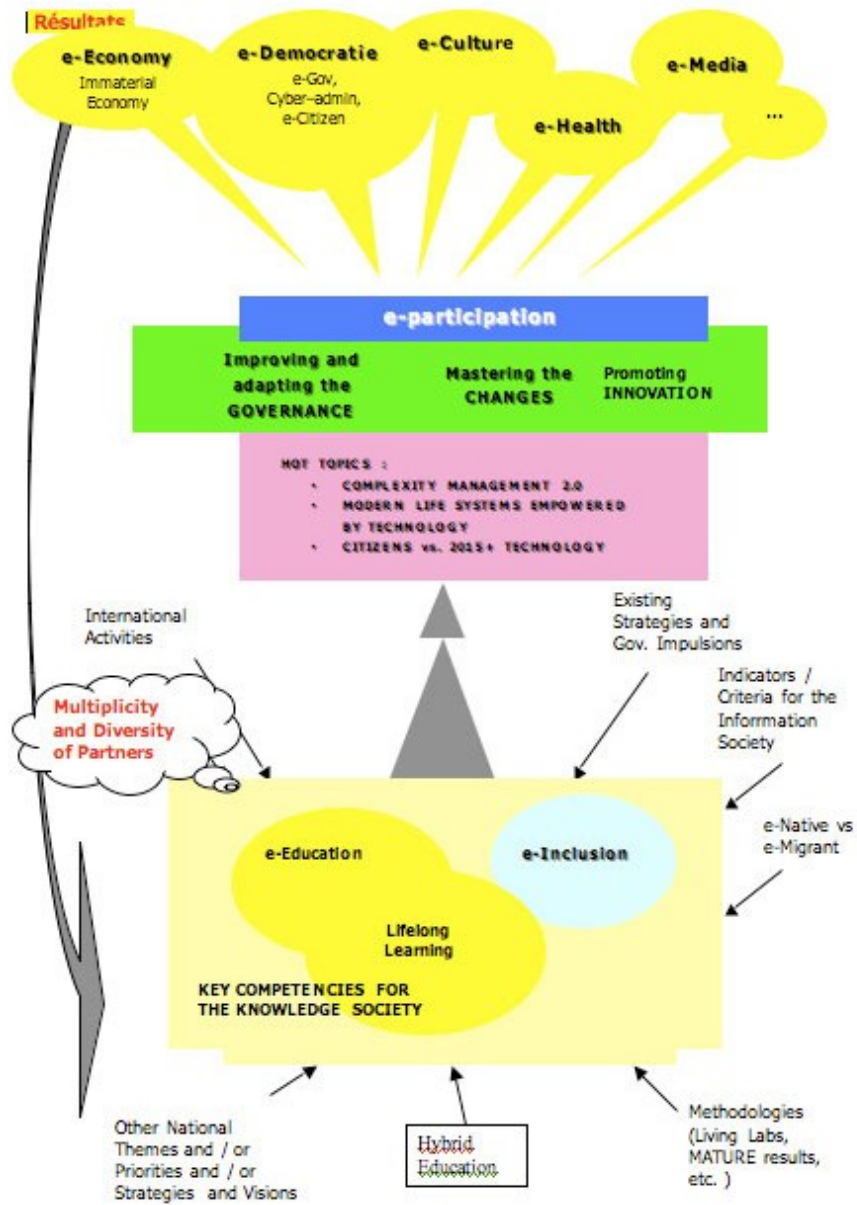
Le scénario 2, dénommé « L'extension du modèle du marché », montre les conséquences qui pourraient résulter d'une privatisation au moins partielle de l'institution scolaire, donc finalement d'une dualisation plus marquée entre le public et le privé.

Le scénario 3, appelé «L'École au cœur de la collectivité», correspond, au contraire, à l'idée que l'éducation est un bien public, et décrit un renouveau de L'École comme principale institution citoyenne.

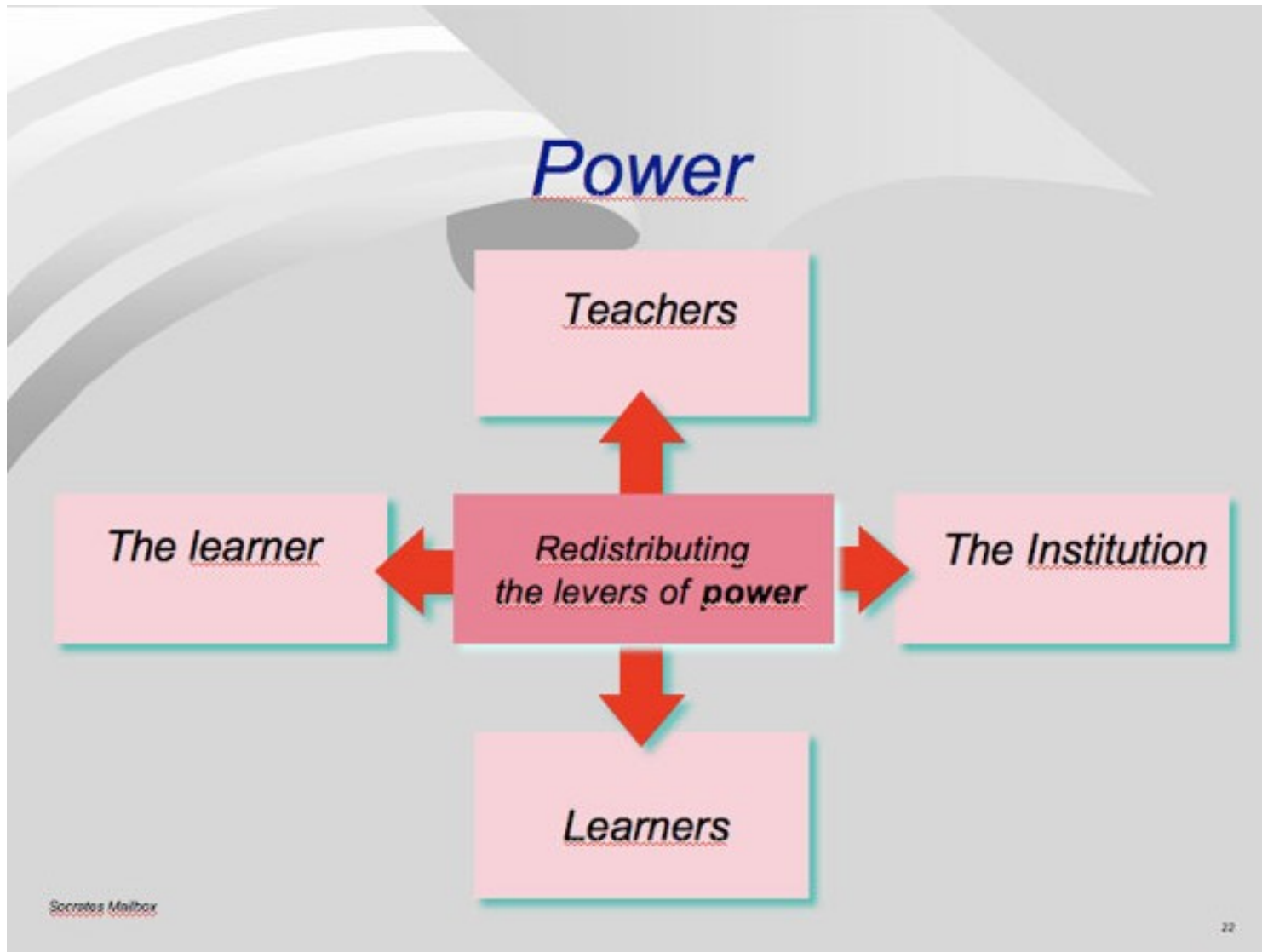
Le quatrième scénario, «L'École comme organisation apprenante ciblée», répond aussi à ce besoin de revalorisation du rôle et du prestige de l'École, tout en mettant davantage l'accent sur sa responsabilité dans le développement du savoir et des compétences.

En revanche, les deux derniers scénarios incarnent une forme de déclin. Le cinquième dit des «Réseaux d'apprenants» au sein d'une société en réseau - bien conforme à l'air du temps ! - se caractérise par l'éclatement des systèmes éducatifs nationaux, le déclin du rôle des pouvoirs publics et l'avènement, simultanément de systèmes scolaires locaux et de grands réseaux.

Le dernier scénario est intitulé, de manière fort éloquente «Exode des enseignants et désintégration». Il se traduit par une dégradation de l'institution et par un mécontentement général notamment des parents et des enseignants. Sans doute intenable à l'horizon de 20 ans, une évolution de cette nature

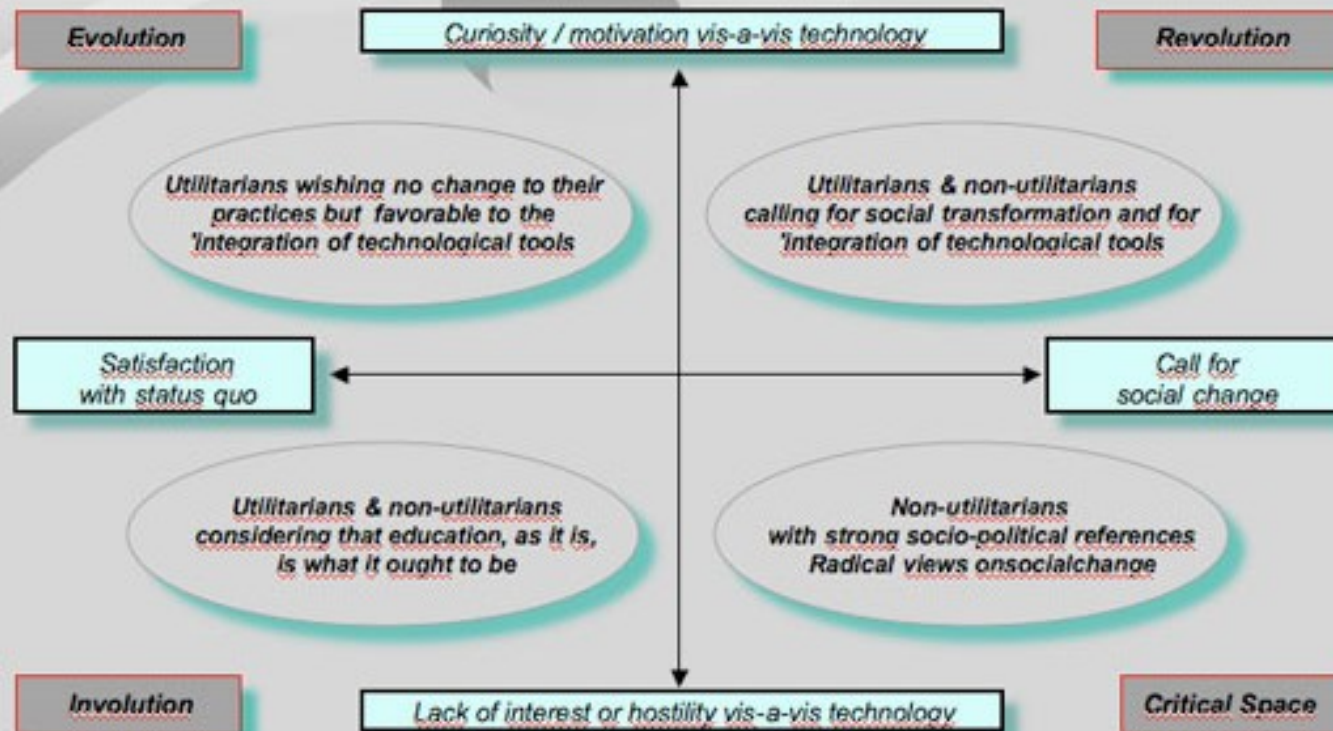


# The OPA (1)



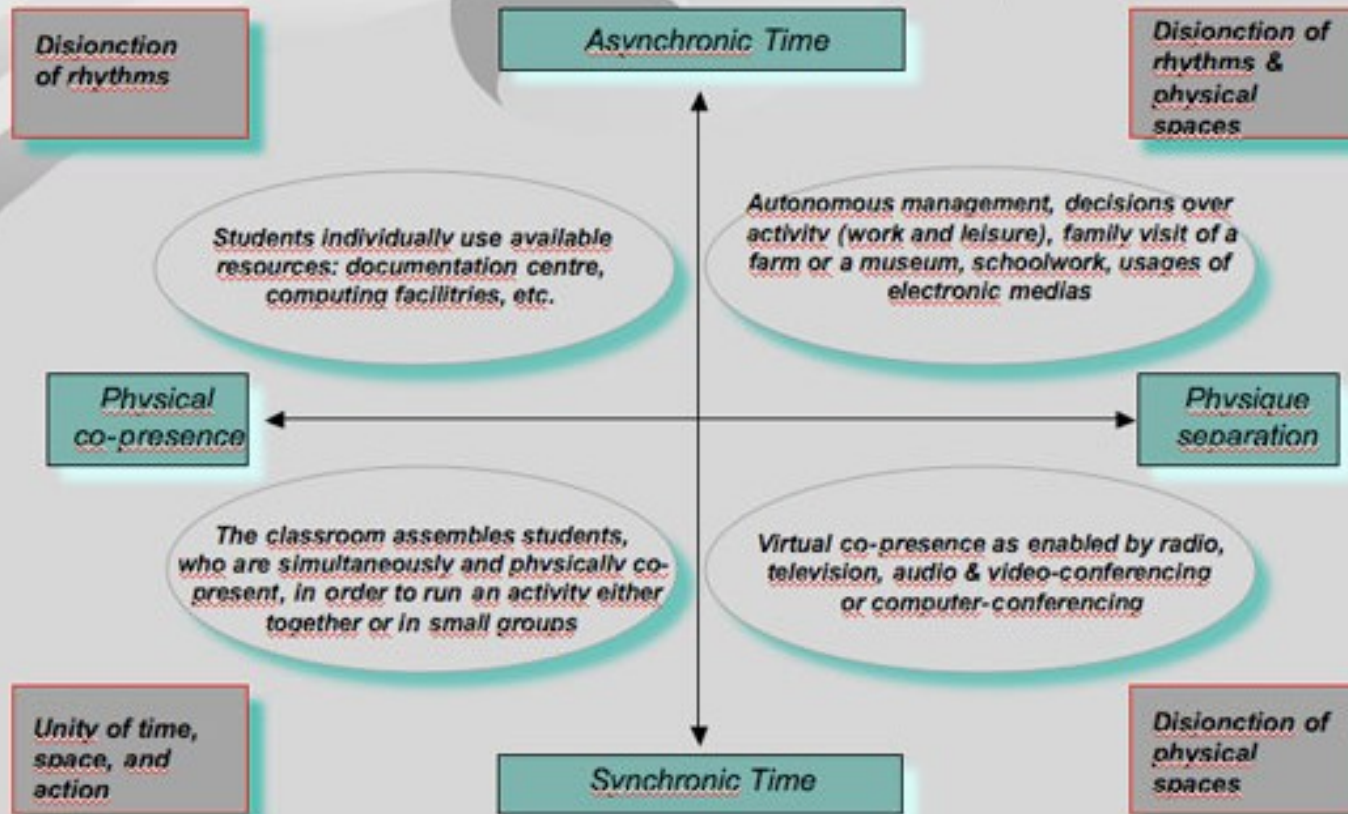
# The OPA (2)

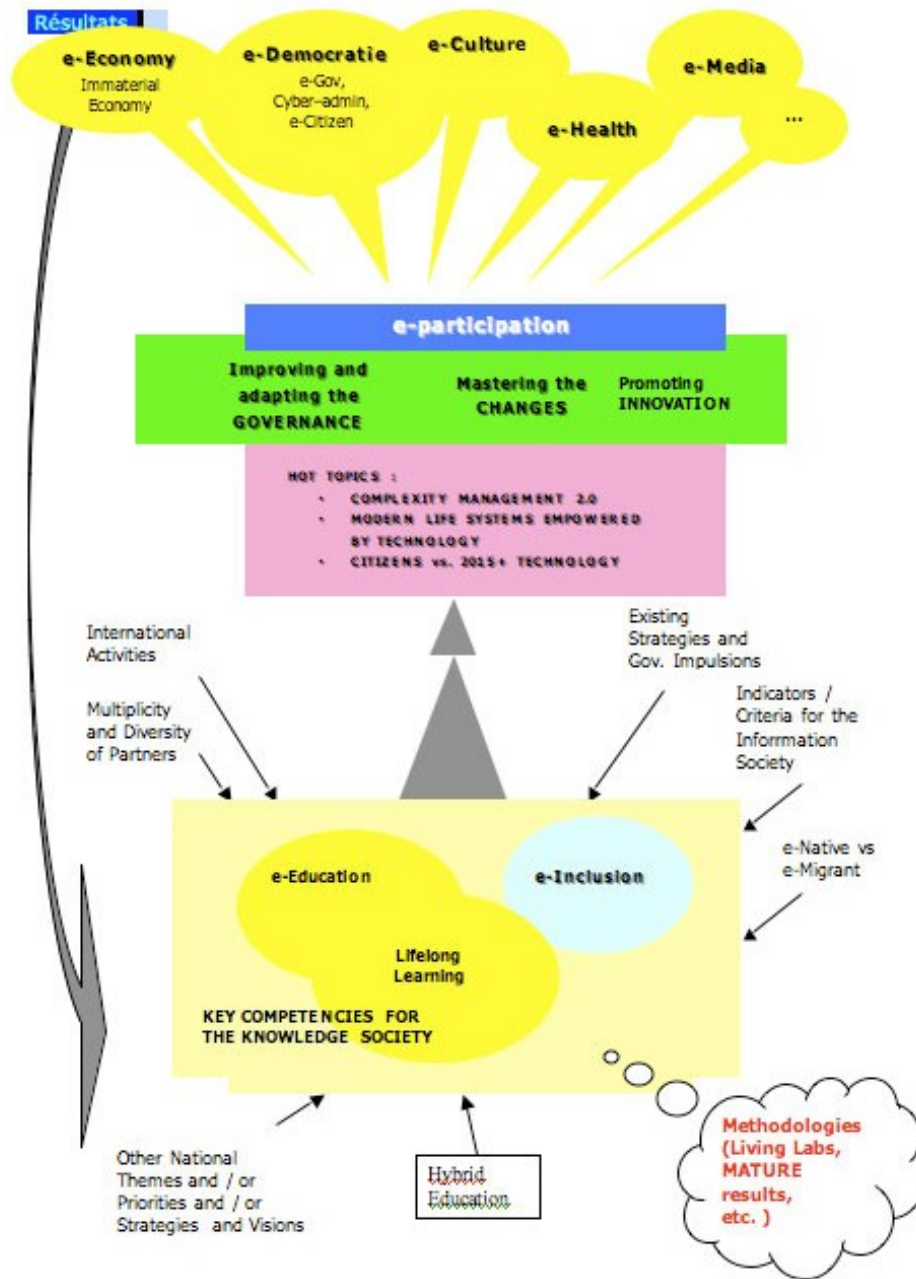
## How to position oneself?



# The OPA (3)

## Reconsidering the topography of the educational space







- Current Activities
- AIM & SCOPE
- Commission ICT de la SATW - Groupe de travail e-Education
- Commission ICT de la SATW - Groupe de travail e-Health
- Commission ICT de la SATW - Groupe de travail e-Society
- Publications
- Documents & References for the COM ICT
- Members of the COM ICT
- Jahresberichte - Rapports annuels - Annual Reports
- Partners
- ARCHIVE

- Site Map
- Forum messages

## Mandat de pré-étude pour un Living Lab « e-Inclusion »

### Documents published in this section

#### Partnership between CTI and SATW with the ICT Commission

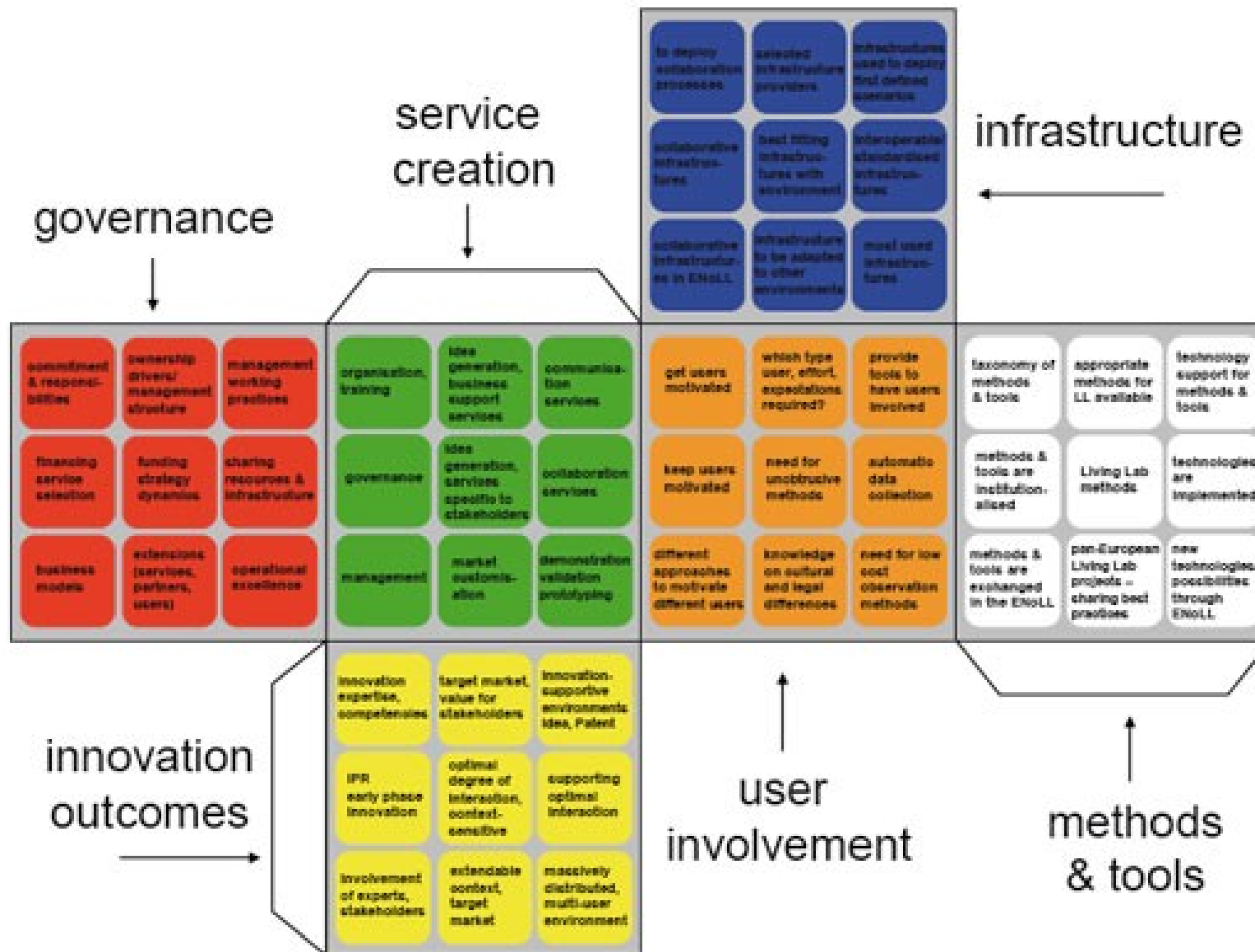
\* Contexte  
Après l'appel en juin 2008 par la Commission ICT de la SATW1 (Académie Suisse des Sciences Techniqu Living Labs dans le cadre de projets sur la e-Inclusion, la démocratie directe et la e-Participation, des cont avec des projets de la SATW et avec ce premier partenariat entre le CTI (Centre des technologies de l'info sa Commission ICT).

#### Workshop interne du 23 mars 2009 avec un représentant d'ENoLL

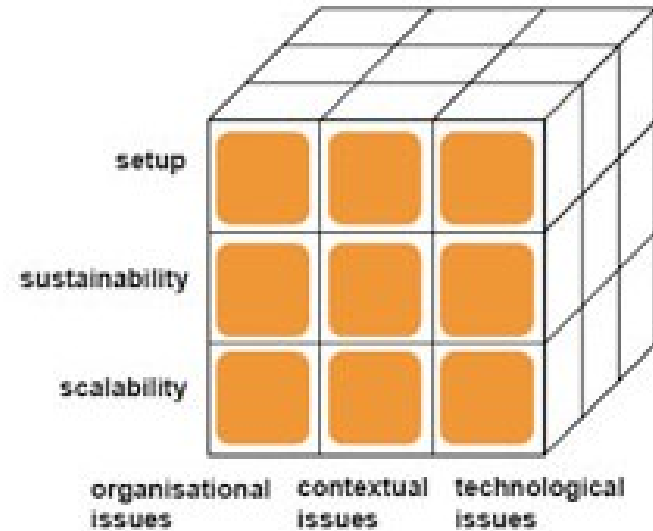
Parmi les exposés présentés lors de cette rencontre, il convient de noter les documents suivants : Living Lab Workshop Manaus Brasil october 2008 by Daan Velthausz Amsterdam Living Lab by Daan Velthausz (ENoLL) by Daan Velthausz

#### Some documentation on Living Labs





## The Living Labs Harmonization Cube. (ENoLL)



<http://www.ict-21.ch/com-ict/IMG/pdf/DocCubeFRA3.pdf>

<http://www.ict-21.ch/com-ict/spip.php?article84>

<http://www.ict-21.ch/com-ict/spip.php?article83>

## user involvement

get users motivated	which type user, effort, expectations required?	provide tools to have users involved
keep users motivated	need for unobtrusive methods	automatic data collection
different approaches to motivate different users	knowledge on cultural and legal differences	need for low cost observation methods

## service creation

organisation, training	idea generation, business support services	communication services
governance	idea generation, services specific to stakeholders	collaboration services
management	market customisation	demonstration validation prototyping

## infrastructure

to deploy collaboration processes	selected infrastructure providers	infrastructures used to deploy first defined scenarios
collaborative infrastructures	best fitting infrastructures with environment	interoperable/standardised infrastructures
collaborative infrastructures in ENoLL	infrastructure to be adapted to other environments	most used infrastructures

## governance

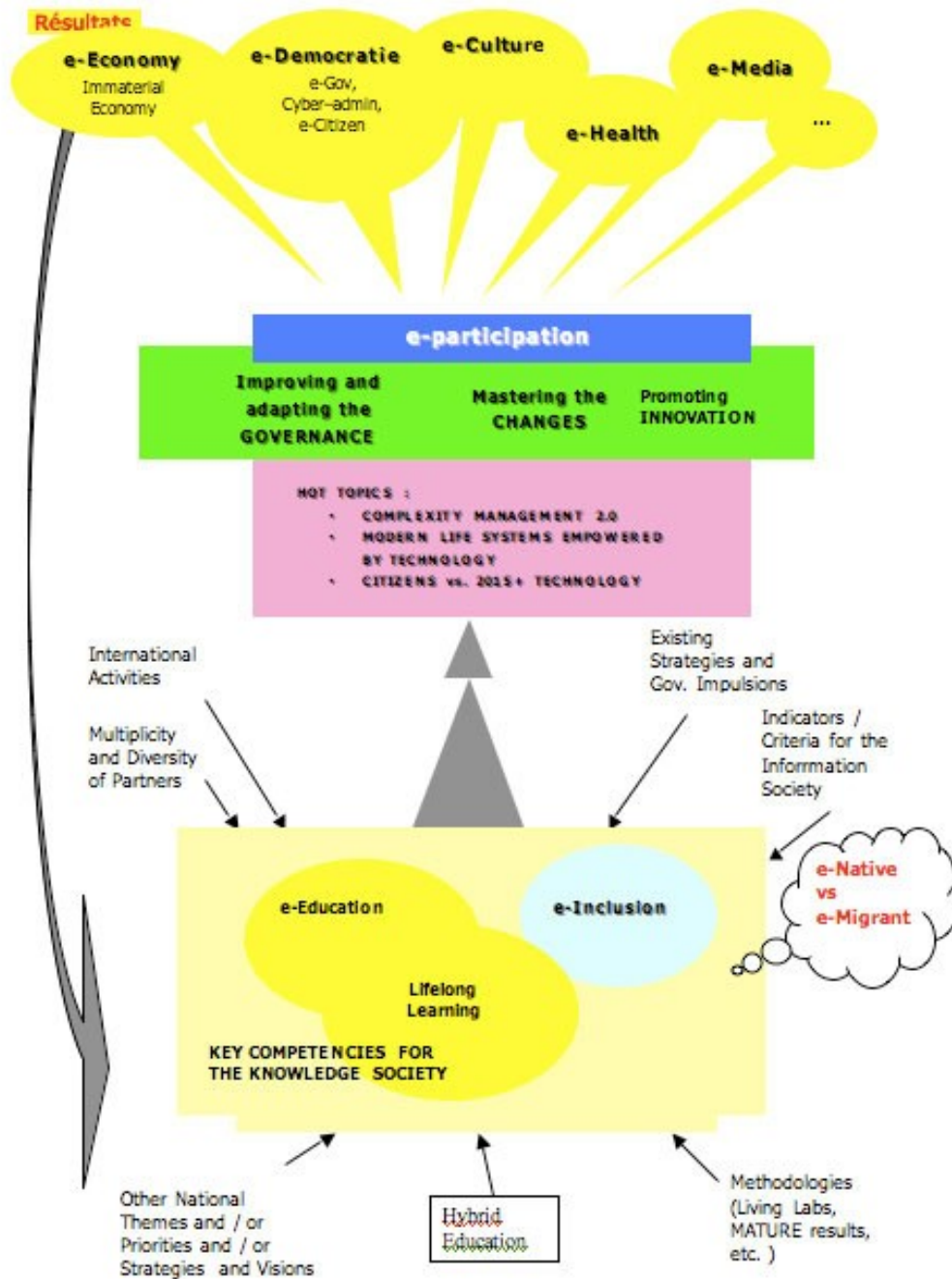
commitment & responsibilities	ownership drivers/ management structure	management working practices
financing service selection	funding strategy dynamics	sharing resources & infrastructure
business models	extensions (services, partners, users)	operational excellence

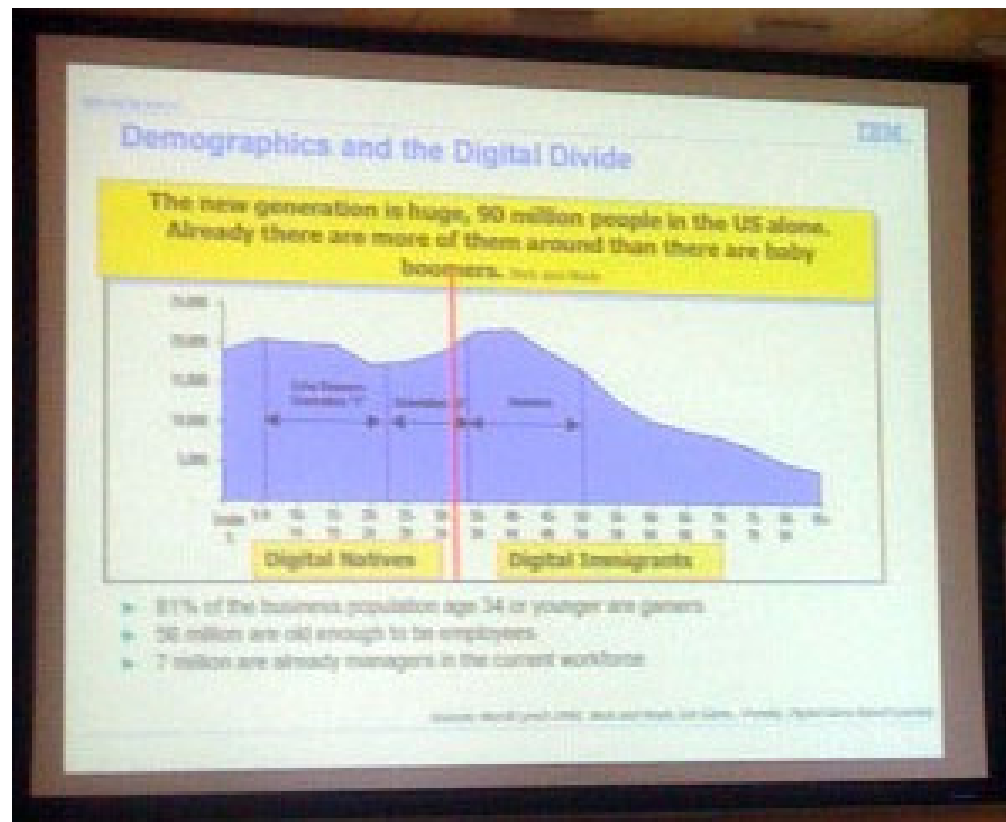
## innovation outcomes

innovation expertise, competences	target market, value for stakeholders	innovation-supportive environments Idea, Patent
IPR early phase innovation	optimal degree of interaction, context-sensitive	supporting optimal interaction
involvement of experts, stakeholders	extendable context, target market	massively distributed, multi-user environment

## methods & tools

taxonomy of methods & tools	appropriate methods for LL available	technology support for methods & tools
methods & tools are institutionalised	Living Lab methods	technologies are implemented
methods & tools are exchanged in the ENoLL	pan-European Living Lab projects – sharing best practices	new technologies/possibilities through ENoLL





## Competencies of the digital natives ?

- Speed and anticipation
- Filtering
- Taking risks (taking decisions)
- New status of error (« game over try again »)

**There were the same competencies for my tuk tuk driver in India .... Not specifically those for digital natives ...it's also those from irresponsible bodies...!!**

digital native

digital *naive*



BORN

DIGITAL



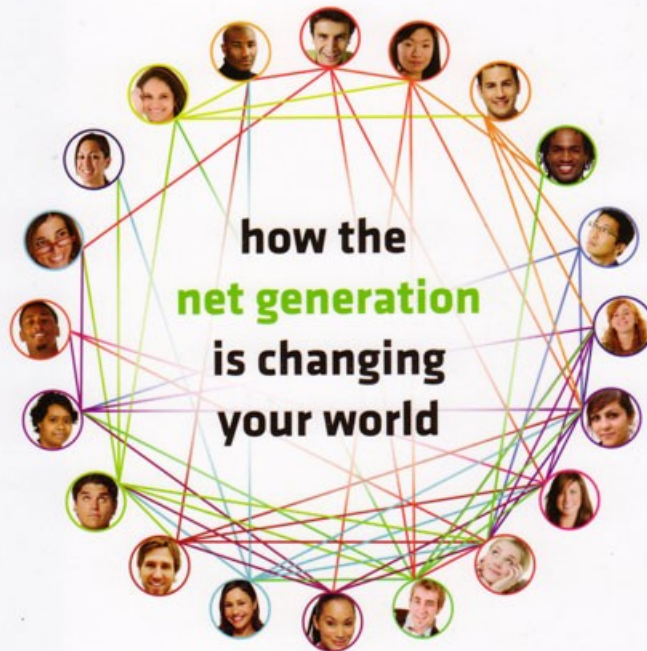
UNDERSTANDING  
THE FIRST GENERATION  
OF DIGITAL NATIVES

JOHN PALFREY AND URS GASSER

ARI - 20 novembre 2009 Raymond Morel

**"Demonstrates the world-changing power of the **Net Generation**.  
If you want to understand their impact, read this book."  
—Eric Schmidt, Chairman and CEO, Google**

# **grown up digital**



**DON TAPSCOTT**

bestselling author of **growing up digital** and **wikinomics**



Books

N° 7  
JUILLET/AOÛT  
5,50 €

NUMÉRO SPÉCIAL

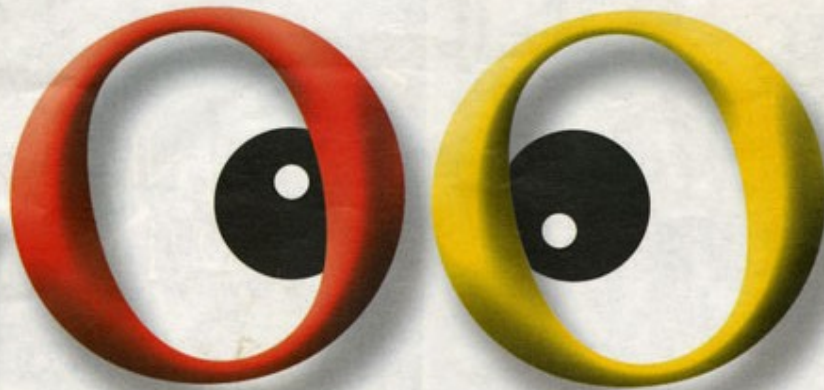
Sondage  
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Les jeunes  
et la lecture

www.booksmag.fr

# Books

*L'actualité par les livres du monde*

## Internet rend-il encore plus bête ?



**Google, Facebook, YouTube, MySpace...**  
Des adolescents passent 30 heures par semaine en ligne.  
Quant aux adultes... Une révolution culturelle sans précédent.

T 07578 - 7 - F 5,50 € - RD



<http://www.ict-21.ch/com-ict/spip.php?rubrique31>

ARI - 20 novembre 2009 Raymond Morel

Books

Sur [www.booksmag.fr](http://www.booksmag.fr), UN EXTRAIT LU DU PHÈDRE DE PLATON.

LE LIVRE >  
Édition 2.0. Socrates  
en el hiperespacio  
(« Édition 2.0 :  
Socrate dans  
l'hyperespace »),  
par Joaquín Rodríguez  
(Melusina, 2008).

EN DEUX  
MOTS

Dans un dialogue célèbre, Platon met en scène l'inquiétude de Socrate devant le développement de l'invention de l'alphabet, ne risquant-il pas de porter atteinte aux acquis de la culture ? Les gens « cesseront d'exercer leur mémoire ». Le savoir cessera d'être transmis par la parole. Il ne sera donc plus

qu'un « semblant » de savoir. Fin connaisseur de l'histoire du livre et de l'édition, le sociologue se dans son dernier ouvrage un parallèle entre l'inquiétude du philosophe grec et celles d'un père confronté à l'obsession de son fils pour le monde du Web et du tchat. Nous en présentons un extrait.

<http://www.ict-21.ch/com-ict/spip.php?rubrique22>



## Socrate 2.0

PAR JOAQUÍN RODRÍGUEZ

Sociologue, Joaquín Rodríguez est l'auteur d'une trilogie sur l'avenir de l'édition à l'ère numérique. Ouverte avec *Los futuros del libro* (« L'avenir du livre », Melusina, 2007), elle se poursuit avec « Socrate dans l'hyperespace ». Enseignant à l'université de Salammanque, il anime un blog consacré à l'actualité éditoriale : *Los futuros del libro*.

Alerte ! l'écriture se répand... La mémoire et le savoir sont menacés. C'était du temps de Socrate. La crainte que le progrès technique attente à la culture ne date pas d'hier.

# I

maginons la scène : Phèdre, l'adolescent grec, interlocuteur de Socrate dans l'œuvre éponyme de Platon, parcourt nonchalamment le texte d'un papyrus tandis que le philosophe disserte sur les inconvénients et les dangers de l'écriture. Socrate est obsédé par les dommages et les préjudices que cette nouvelle invention – l'écriture alphabétique (probablement dérivée de l'écriture syllabique phénicienne) – causera à la transmission des connaissances, la pérennité des règles qui organisent la vie en société et perpétuent la mémoire. Il s'inquiète de la transformation que son usage entraînera dans la nature même du jugement et de la compréhension qui, jusque-là, se forgeaient dans le dialogue entre deux interlocuteurs.

Tandis que Socrate déplore amèrement le dévergement de la connaissance et de la culture au contact de l'écriture, j'imagine Phèdre acquiesçant distraitement aux déclarations intransigeantes de son interlocuteur, tout en consultant d'un air indolent un texte écrit. Véhément, exalté, convaincu de la justesse de ses vues, Socrate dirait, par exemple, invoquant tous les maux dont l'écriture allait frapper la préservation de la mémoire et des traditions : « Eh bien ! j'ai entendu dire que, du côté de Naucratis, en Égypte, il y a une des vieilles divinités de là-bas [dont] le nom est Theuth. C'est lui qui, le premier, découvrit le nombre et le calcul et la géométrie



et l'astronomie, et encore le trictrac, et enfin et surtout les lettres de l'écriture. Or, en ce temps-là, régnait sur l'Égypte entière Thamous [...]. Theuth, étant venu le trouver, lui fit une démonstration de ces arts et lui dit qu'il fallait les communiquer aux autres Égyptiens. Mais Thamous lui demanda quelle pou-

vait être l'utilité de chacun de ces arts ; et, alors que Theuth donnait des explications, Thamous, selon qu'il les jugeait bien ou mal fondées, prononçait tantôt le blâme tantôt l'éloge. [...] Mais, quand on en fut à l'écriture : « Voici, ô roi, dit Theuth, le savoir qui fournira aux Égyptiens plus de savoir, plus de science et plus de mémoire ; de la science et de la mémoire le remède a été trouvé. » Mais Thamous répliqua : « Ô Theuth, le plus grand maître ès arts, autre est celui qui peut engendrer un art, autre celui qui peut juger quel est le lot de dommage et d'utilité pour ceux qui doivent s'en servir. Et voilà maintenant que toi, qui es le père de l'écriture, tu lui attribues, par complaisance, un pouvoir qui est le contraire de celui qu'elle possède. En effet, cet art produira l'oubli dans l'âme de ceux qui l'auront appris, parce qu'ils cesseront d'exercer leur mémoire : mettant, en effet, leur confiance dans l'écrit, c'est du dehors, grâce à des empreintes étrangères, et non du dedans, grâce à eux-mêmes, qu'ils feront acte de remémoration ; ce n'est donc pas de la mémoire, mais de la remémoration, que tu as trouvé le remède. Quant au savoir, c'en est la semblance que tu procures à

tes disciples, non la réalité. Lors donc que, grâce à toi, ils auront entendu parler de beaucoup de choses, sans avoir reçu d'enseignement, ils sembleront avoir beaucoup de science, alors que, dans la plupart des cas, ils n'auront aucune science ; de plus, ils seront insupportables dans leur commerce, parce qu'ils seront devenus des semblants de savants, au lieu d'être des savants ! »

### Mirages et chimères de l'écriture

J'imagine Phèdre endurent la souris aux lèvres cette tirade sur la perte de la mémoire et la méconnaissance, sur le prétendu analphabétisme induit par le nouveau dispositif de transcription des principes de la culture grecque.

Mais, loin de se calmer, Socrate s'enflamme davantage, soulignant les anomalies créées par l'écriture dans la transmission de la connaissance : « Ce qu'il y a de terrible, Phèdre, c'est la ressemblance qu'entretient l'écriture avec la peinture. De fait, les êtres qu'engendrent la peinture se tiennent debout comme s'ils étaient vivants ; mais qu'on les interroge, ils restent figés dans une pose solennelle et gardent le silence. Et il en va de même pour les discours. On

<http://www.ict-21.ch/com-ict/spip.php?rubrique31>



## « Is Google Making Us Stoopid? »

Google nous rend-il « stoopides » ? C'est le titre d'un article qui a fait le tour du monde. Pour de bonnes raisons ?

« Pourquoi tant d'agitation ? » Oliver Jungen, qui suit le numérique au *Frankfurter Allgemeine Zeitung*, n'en revient pas que la sortie de Nicholas Carr dans *The Atlantic* ait suscité un déferlement de réactions sur la Toile. « Parce que Carr ne lit plus de livres, il lui a peut-être

Il *The Atlantic*, juillet-août 2008 (version française) : [www.interactivemag.net/2009/01/23/](http://www.interactivemag.net/2009/01/23/).

échappé que ses thèses ont déjà été défendues dans plusieurs d'entre eux, et mieux ! » Ce n'est pas la première critique du savoir postmoderne, ajoute Jungen. Mais il faut croire que celle-ci a visé juste. Que dit Carr, critique essayiste de l'ère numérique, auteur de *The Big Switch* (« La grande commutation ») ? « Le Net diminue apparemment ma capacité de concentration et de réflexion. Mon esprit attend désormais les informations selon la façon dont le Net les distribue : comme un flux de particules s'écoulant rapidement. Auparavant, j'étais un plongeur dans une mer de mots ; désormais, je fends la surface comme un pilote de jet-ski. »

À travers son témoignage, ce n'est pas une simple tendance que l'auteur épingle. C'est le son du tocsin qu'il veut faire entendre. Carr s'appuie sur plu-

sieurs avancées des neurosciences ayant établi la plasticité du système nerveux pour soutenir que les circuits neuronaux s'adaptent à la lecture rapide. En changeant notre façon de lire, Google reprogramme biologiquement notre cerveau. « À mesure que nous nous servons des ordinateurs comme intermédiaires de notre compréhension du monde, c'est notre propre intelligence qui devient semblable à l'intelligence artificielle. » Ce grief se double d'un autre. Carr accuse Google – « entreprise fondée sur la science de la mesure » de l'aveu d'un de ses dirigeants – de promouvoir une forme de taylorisme dans le savoir. Et d'inciter au surf d'un site commercial à un autre. « Une lecture tranquille ou une réflexion lente et concentrée sont bien les dernières choses que ces entreprises

désirent. C'est dans leur intérêt commercial de nous distraire. »

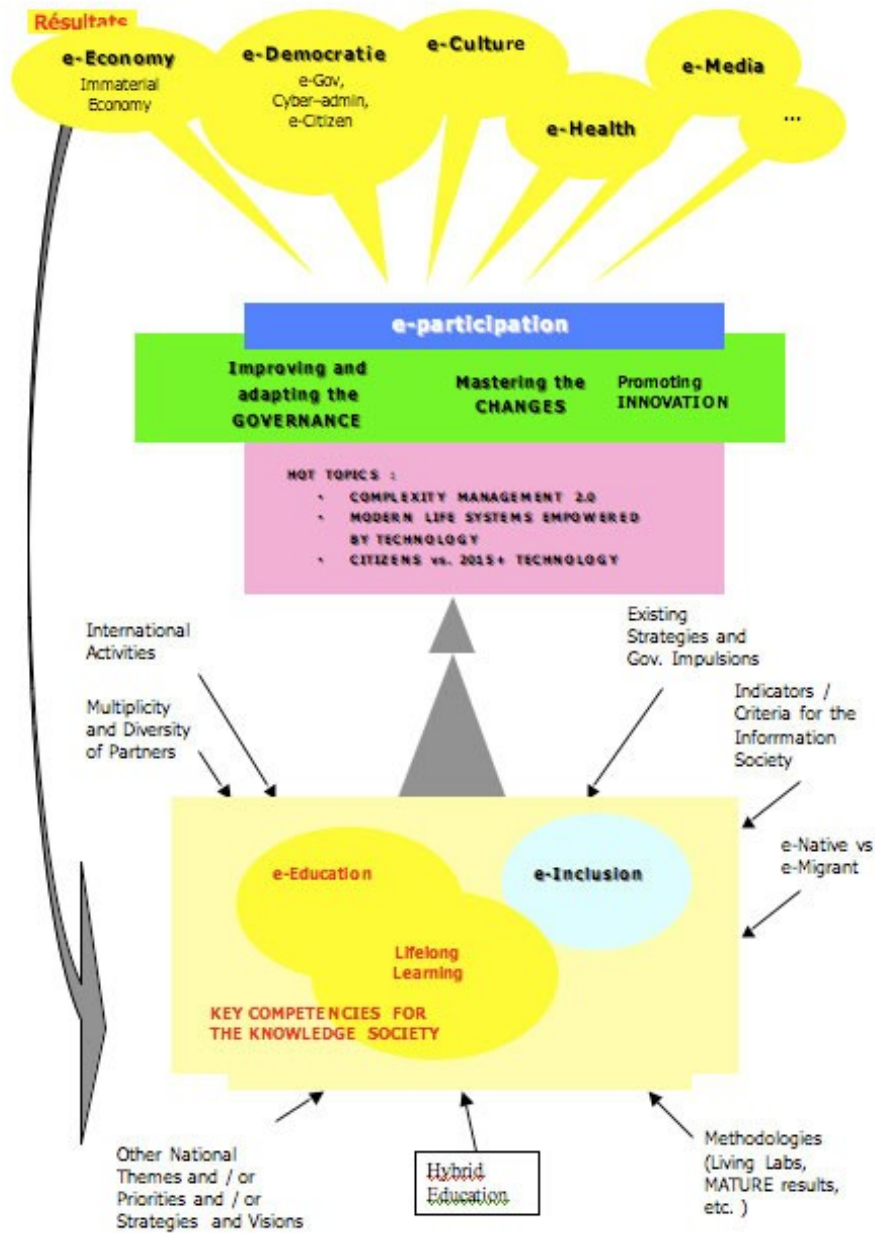
Jungen n'y voit qu'un réflexe de « pessimisme culturel » et balaise l'analyse d'un revers : « Carr ne fait que réchauffer la vieille thèse relayée par les médias de la fin de la Galaxie Gutenberg. Historiquement, l'Occident décline depuis qu'il existe. » Et, avec ses soubresauts, nos habitudes de lecture changent. La révolution de la lecture extensive dont Carr dénonce le énème avatar est en fait engagée depuis le XVIII<sup>e</sup> siècle avec l'essor des journaux et des bibliothèques ! Il y a toujours un décalage entre un avant et un après ; chaque changement se fait au détriment d'un mode de lecture intensif qui le précède. Les raisons de se détourner de la lecture de fond sont aujourd'hui nombreuses, avec ou sans Internet ; à quoi bon avancer une théorie de la substitution ? L'avion n'a pas éliminé la bicyclette !

Internet et Google génèrent un savoir émiétté ? Jungen voit dans ce reproche la prégnance d'un modèle de pensée : celui qui voit le monde comme un ensemble de particules contenant masse et énergie. Autant dire comme rien. Le monde du Net ne colle pas à cette représentation. C'est un monde où « l'on glose, commente, argumente, édite, déconstruit, surenchérit... ». C'est « la fête de l'exubérance ». □



Nicholas Carr.

<http://www.ict-21.ch/com-ict/spip.php?rubrique31>

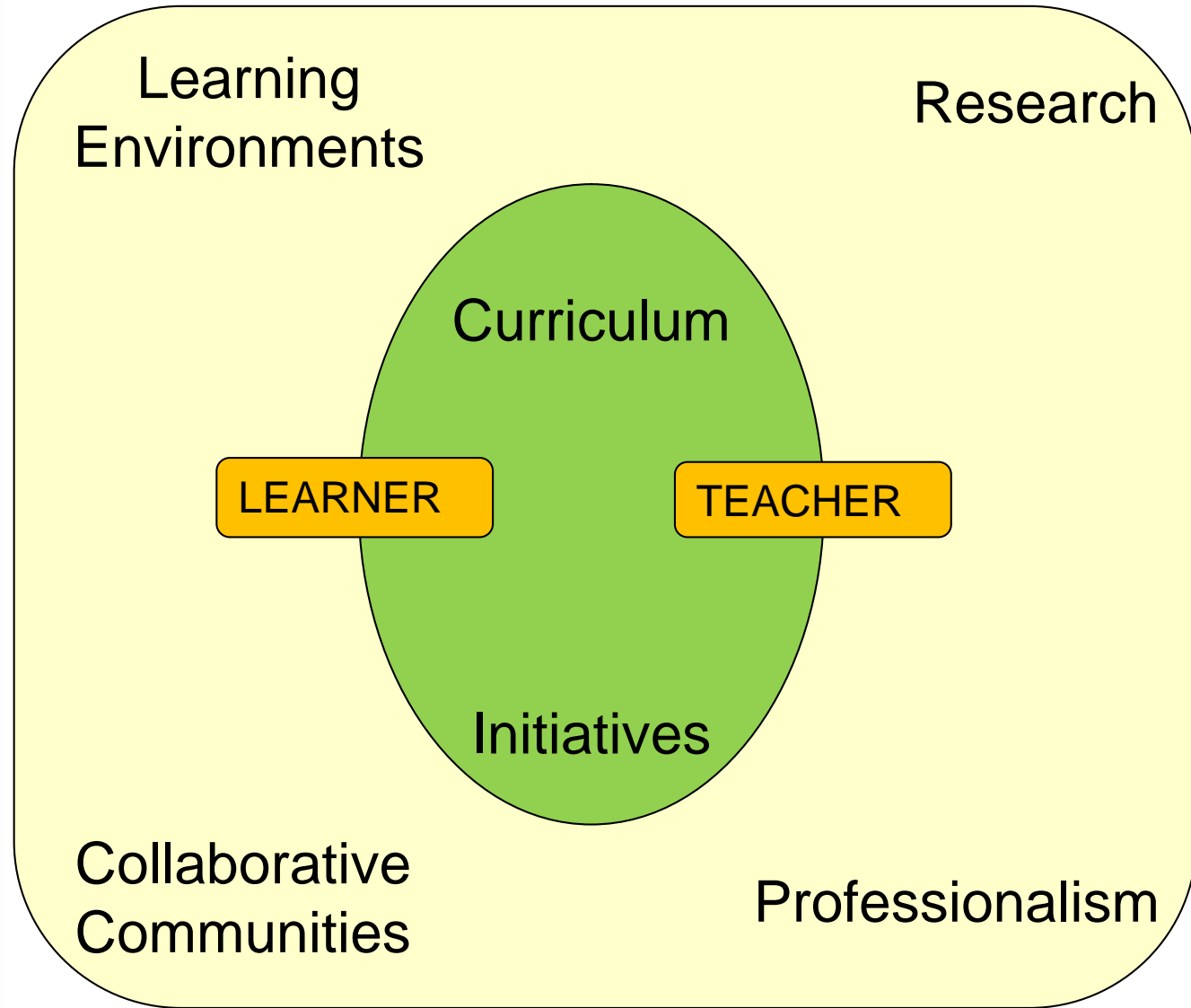


The Bento Gonçalves Declaration for  
Action:

*Moving the “4 pillars of Education”  
to the digital age*

WCCE 2009, Bento Gonçalves, Brazil, July 2009

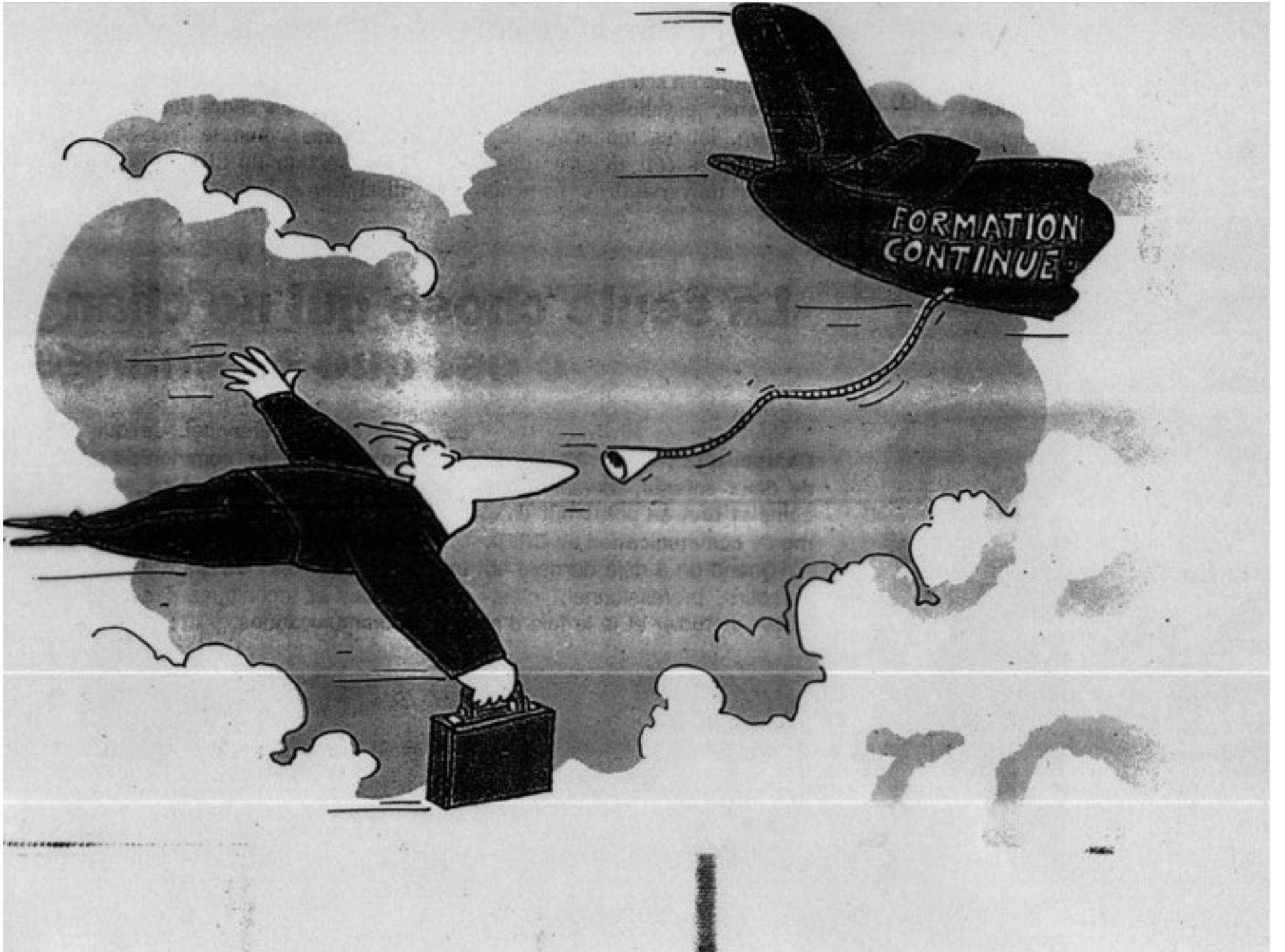
[http://www.ifip-tc3.net/article.php3?id\\_article=201](http://www.ifip-tc3.net/article.php3?id_article=201)



Process Issues



**myfuture**





## ● MANAGEMENT

Défi

## Lettre au directeur général

**U-TURN.** En route vers une planète plus intelligente. Décidément, l'arrivée de Barack Obama à la présidence des Etats-Unis inspire les PDG de certaines entreprises à repenser leurs marchés, leurs organisations et leurs méthodes de travail.

Monsieur le directeur, Sam Palmisano, le président et CEO d'IBM, s'est adressé en novembre dernier au Conseil des relations extérieures en insistant sur l'évolution du leadership à venir. Il se situe en phase avec les responsables politiques à qui les nations ont donné un mandat de changement. «Nous avons une chance, dit-il, pour des raisons qu'aucun de nous n'aurait souhaitées, c'est que les leaders de nos institutions et de nos entreprises font face à une unique opportunité, celle de transformer la manière dont notre monde opère.»

Savez-vous que certains services de renseignements ont créé une section de contrôle dont le principe fondamental – que l'on pourrait qualifier de «manière de penser inversée» – est de supposer «possible» le contraire de ce qu'affirme l'opinion générale? Je vous ai parlé, dans mes deux dernières lettres, de deux sujets qui ne sont pas dans la ligne habi-



**L'inspiration de Sam Palmisano** «Le terme chinois pour «crise» est composé de deux symboles : le premier signifie «danger-péril», le second «chance-point crucial.»

pas pratiqué la pensée inversée? Parce qu'elles se sentaient à l'abri dans leurs traditionnelles zones de confort.

Sam Palmisano insiste : «Je pense que la particularité de cette époque est que la précondition pour un réel changement existe. Les hommes le veulent. Mais cet instant ne durera pas éternellement.»

Trois constats

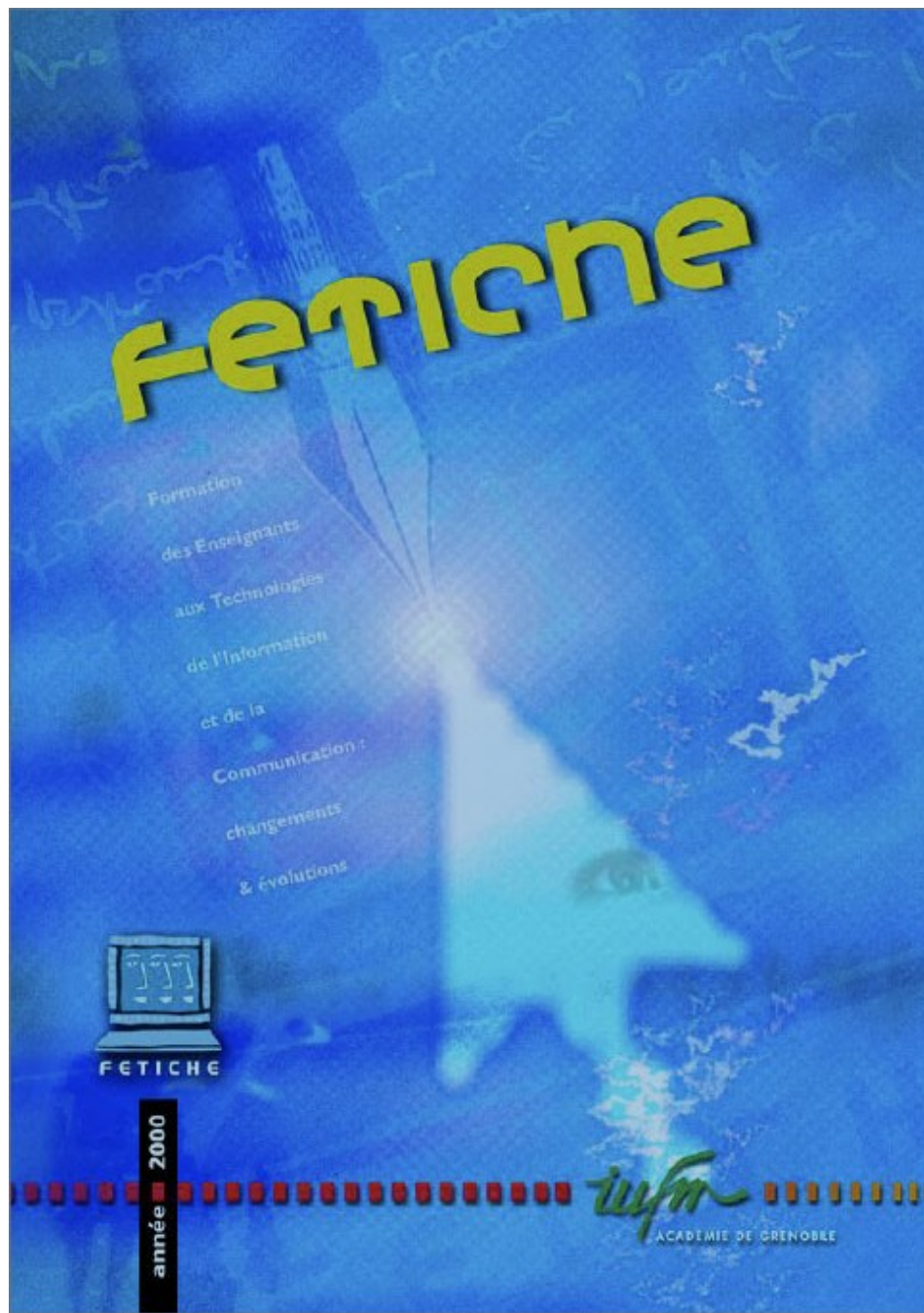
Deuxièmement, notre univers est interconnecté : prochainement, deux milliards d'internautes seront reliés par internet. Dans ce monde interconnecté, des systèmes et des objets pourront se parler; ce sont mille milliards de «choses» intelligentes – automobiles, caméras, autoroutes, pipelines, médicaments, etc. – qui vont gonfler la masse d'information produite par l'interac-

dre? Que vous soyez le CEO d'une grande entreprise ou d'une PME, quels services pourriez-vous proposer à un client, un citoyen, un étudiant, un patient? La réponse est que vous-même ou votre concurrent, toute autre organisation, agglomération ou nation entreront dans ce processus. Et vous vous y joindrez «parce que vous le pouvez». L'autre réponse qui incitera toutes les entreprises, agglomération, ou nation, à devenir plus intelligentes, c'est «parce que vous le devez».

**De nouveaux leaders**

Dans les deux prochaines années, conclut Sam Palmisano, il y aura des gagnants, il y aura des perdants... nous verrons émerger de nouveaux leaders qui auront gagné non parce qu'ils auront survécu à la crise, mais parce qu'ils auront changé leur environnement et gagné leur challenge. «Le terme chinois pour «crise» est composé de deux symboles : le premier signifie «danger-péril», le second «chance-point crucial.»

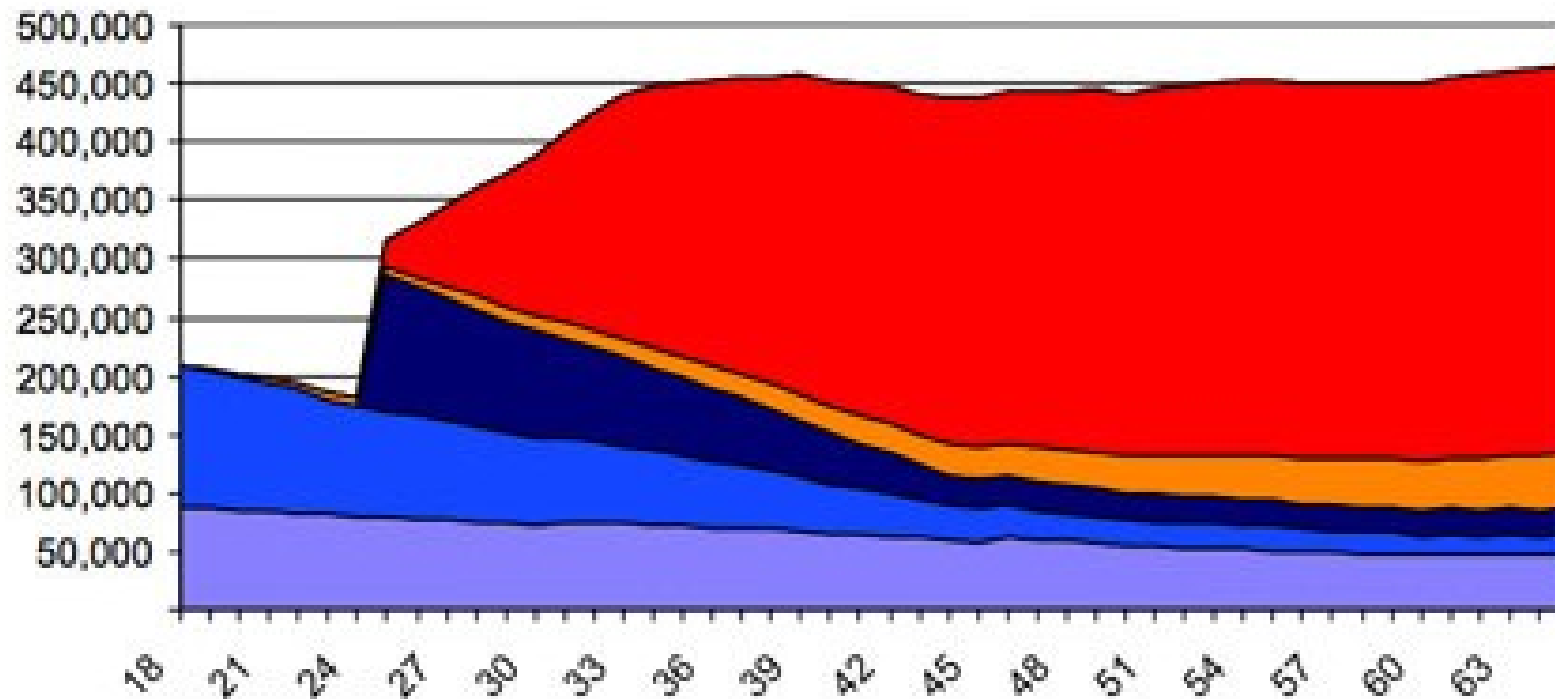
Monsieur le directeur général, essayez de pratiquer «la pensée inversée»; il faut le faire car le moment est propice, parce qu'il n'est pas nécessaire de transformer la



<http://www.ict-21.ch/com-ict/IMG/ndf/Fetiche.ndf>

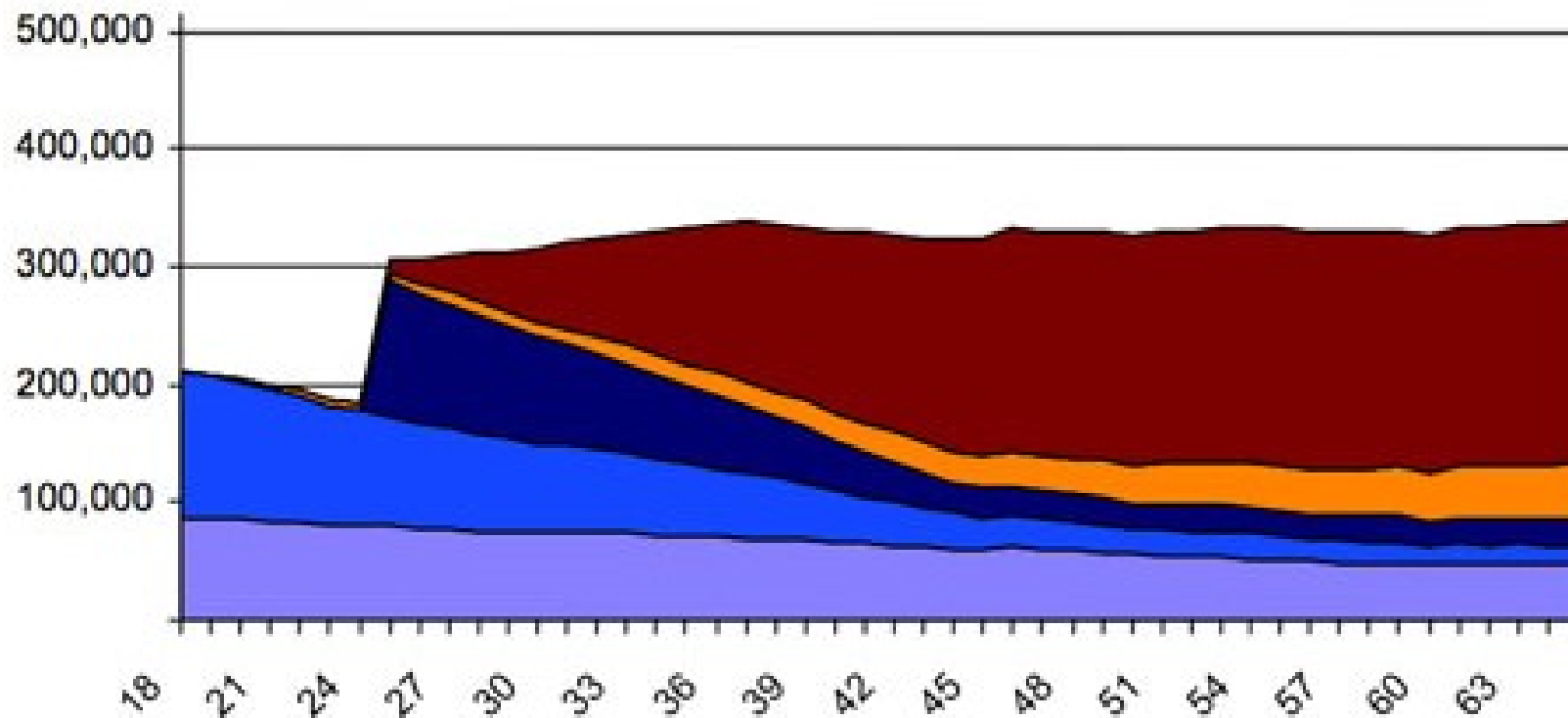
## The human capital biography of a German professional

■ Parental ■ Schooling ■ Tertiary ■ Adult ■ On the job



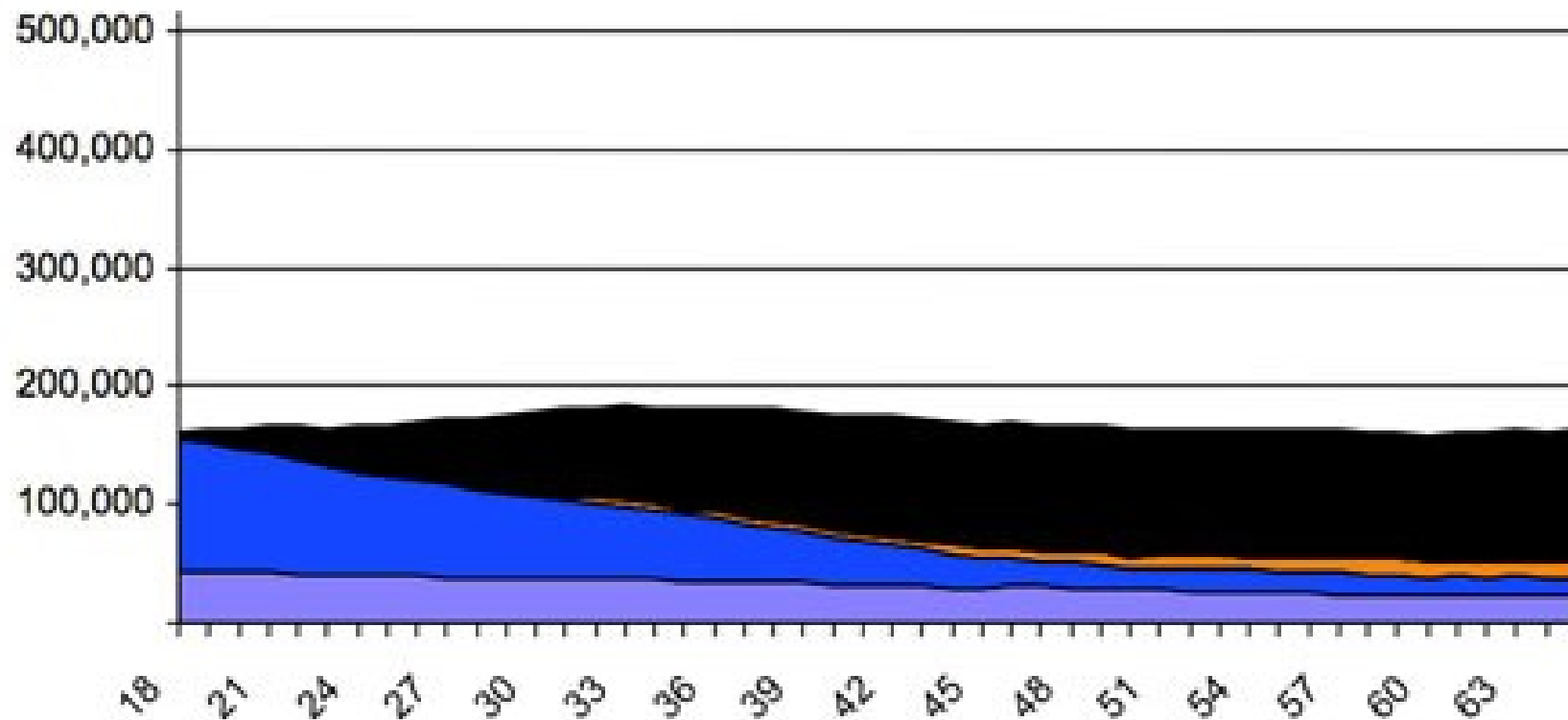
## Human capital biography of a university educated non-professional

Parental    Schooling    Tertiary    Adult    On the job



## Human capital biography of a medium-skilled worker

■ Parental ■ Schooling ■ Tertiary ■ Adult ■ On the job



Autoren: Prof. Dr. Andreas König, Christian Rapp

Letzter Stand: 28.05.09

Dateiname: ssab\_abschlussbericht\_edutrendspotting\_v04\_koan\_20090528.odt

Titel des Dokuments:

## **Abschlussbericht SSAB-Projekt "Educational Trendspotting"**



# TOP Bildungstrends

- 1<sup>24</sup> Kreative Kompetenz, Mensch ist was nicht Maschine ist
- 2<sup>10</sup> Technologie (treibende Trends), Tempo, Verfügbarkeit, Qualität, Mobile
- 3<sup>17</sup> Wandel im Rollenverständnis von Lehrpersonen
- 4<sup>15</sup> Individualisierung, selbstgesteuertes Lernen
- 5<sup>14</sup> Ökonomisierung
- 6<sup>13</sup> Googleisierung, Facebook, Xing
- 7<sup>11</sup> "Vorgaben" Politik + Wirtschaft +<sup>12</sup> Zertifizierung
- 8<sup>11</sup> Globalisierung des Lernens
- 9<sup>10</sup> Portfolio
- 9<sup>10</sup> Vom Lertheoretischen → Situationswissen

### 4.3 Themen des Open Space

[https://cast.switch.ch/vod/clips/1kmpulltr/link\\_box?start=0:00:25:12.940](https://cast.switch.ch/vod/clips/1kmpulltr/link_box?start=0:00:25:12.940)

Nach dem Trendscreening am Vormittag bot das Programm die Gelegenheit, Themen und Fragen der Teilnehmer zum Gegenstand der Konferenz zu machen. Gemäss den Gesetzen von Open Space Konferenzen konnte jeder Teilnehmer solche Themen einbringen und wiederum jeder Teilnehmer einen solchen Workshop besuchen – und jederzeit auch wieder verlassen. Folgende Themen wurden angeboten:

1. Wie lernen Führungskräfte in 2015 (Angelika von der Assen)
2. Präzedenzfälle? (F. Furger)
3. LernerInnen-Arbeitsplatz? (Wyrsh Arnold)
4. 2029: Schule als staatliches Obligatorium? Rolle des Staates? (Jürg Brühlmann)
5. neue Formen der Volksschule (Eduard Looser)
6. Wie bekommt man die Politik ins Boot? (Christian Rapp)
7. Verankerung der Ausbildung (Zeit/Geld) in der Wirtschaft (Hanspeter Zehnder)
8. Formelle vs. Informelle Bildung? (Domink Petko)
9. Medienkompetenz (Heidi Litscher)
10. Visionen + Wünsche. Bildung: wozu? Für wen? Wie? Mittel+Zweck (Hanns Rhiner)
11. Kultur – Gesellschaft – Lernen (Andreas König)
12. In welchen Sozialisationsagenturen werden Persönlichkeitsbildung, Tugenden, das Prinzip Kopf –Hand+Herz vermittelt? (Ruedi Burren)
13. Wissen haben, ordnen, finden
14. Wie kann die formelle Ausbildung das Potenzial des informellen Lernens nutzen? (Thomas Glatt)
15. Ökonomisierung der Bildung – Chancen und Gefahren (Oliver Ruch)
16. Hilfsmittel die alle glücklich machen! Was sind die Gründe das diese nicht „zum Einsatz“ kommen! (Looser Marco)
17. Wie erzeugen wir einen Sog auf Bildung (Ragnar Reinsberg)
18. Welche Lehrerin für die Zukunft? (Ch. Amsler)
19. Integration Körper-Geist+Seele (Tobias Wegenast)





# Apprentissage et réussite

PREMIERS RÉSULTATS  
DE L'ENQUÊTE SUR LA LITTÉRATIE  
ET LES COMPÉTENCES  
DES ADULTES



L'UNESCO sort une nouvelle publication sur les ressources éducatives libres

- Page d'accueil
- Ressources
- Service des actualités
  - Bulletin d'information
  - Flux d'actualités
  - Archives des actualités
    - 2009
    - 2008
    - 2007
    - 2006
    - 2005
    - 2004
    - 2003
    - 2002
    - 2001

## Actualités

Communication et information - Service des actualités

  
Advanced Search

### L'UNESCO sort une nouvelle publication sur les ressources éducatives libres

26-06-2009 (Paris)

L'UNESCO vient de sortir sa première publication sous licence libre. *Open Educational Resources: Conversations in Cyberspace* regroupe les documents de référence et les rapports des trois premières années d'activité de la Communauté REL de l'UNESCO. Vous pouvez consulter l'édition en ligne ou acheter le livre !

Les systèmes éducatifs doivent relever aujourd'hui deux grands défis : étendre la portée de l'éducation et en améliorer la qualité. Les solutions traditionnelles ne sont pas suffisantes, en particulier dans le contexte actuel des sociétés du savoir.

Les ressources éducatives libres (REL) offrent une solution pour développer les possibilités d'apprentissage. Le mouvement REL a pour objectif d'égaliser l'accès au savoir dans le monde entier en partageant du contenu de qualité en ligne. Les ressources éducatives libres sont des ressources numérisées libres et gratuites



Couverture de la publication © UNESCO

#### Info sur les contact(s)

Contact(s)

- Catriona Savage, UNESCO, Secteur de l'éducation

Source

- UNESCO

#### Liens de référence

- Edition imprimée (payante)
- Edition en ligne (gratuite)
- Communauté REL de l'UNESCO
- Plate-forme de formation libre (OTP) de l'UNESCO

#### Actualités de référence

- 02-02-2009 (Paris) Ouverture la semaine prochaine d'une nouvelle discussion sur les ressources éducatives libres
- 11-06-2008 (Paris) UNESCO lance une discussion en ligne sur



THE e-REVOLUTION AND  
POST-COMPULSORY  
**EDUCATION**

USING e-BUSINESS MODELS  
TO DELIVER QUALITY  
EDUCATION

EDITED BY JOS BOYS AND PETER FORD

# Giving Knowledge for Free

THE EMERGENCE OF OPEN  
EDUCATIONAL RESOURCES



# Measuring the Progress of Societies

## Welcome to our Newsletter

Dear Reader,

I'm very pleased to welcome you to this first issue of our new "Measuring the Progress of Societies" Newsletter.

We have been producing short newsletters every few months for the past two years, and these bulletins will continue. But for the most part we have focused on just providing information about what was happening within the OECD or about the World Forum. As the network of those we are working with grows every day, we are impressed at the enormous amount of interesting work happening around the world on measuring different aspects of societal progress. We think this work needs to be shared as widely as possible. Indeed, the diversity of measuring progress work is reflected here, with articles about initiatives based in four continents.

2008 has got off to a busy start for the team working at the OECD on this theme. For example, we are:

- Working within the OECD and with other organisations to design the Global Project and its deliverables, to establish its governance structure, etc.;
- Beginning to plan the 3<sup>rd</sup> World Forum which will be held in South Korea in late 2009;
- Developing a stream of research and training material to assist people involved in this field around the globe;
- Working to establish regional groups, they will be the foundations of this "network of networks" that we call the Global Project.

French President Sarkozy's announcement in January, to establish a commission to investigate alternative measures of economic performance and social progress for France, is particularly important because it demonstrates that interest in this work has now reached the very highest levels of government. Chaired by Joseph Stiglitz, the commission includes

## Contents

Page

Oxford Poverty & Human Development Initiative 2

On the Right Track  
Canadian Index of Wellbeing 5

Measuring and Fostering  
the Progress of African Societies 6

Conference on Gross National  
Happiness 8

## Highlights

Wikigender 4

The **Knowledge Base on "Measuring Progress around the World"** contains hundreds of documents useful for those interested in developing sets of measures of progress, wellbeing or sustainability or wanting to increase the use of evidence in public debate. It aims to:

- ✦ Describe initiatives and show the growing interest in measures of well-being, progress, etc.;
- ✦ Assist organisations interested in

## **Training creative and collaborative knowledge-builders: a major challenge for 21st century education**

*"WHAT IS SPECIFIC TO HUMAN BEINGS IS THEIR GREAT ABILITY TO ADAPT"*

Socrates

### **Disclaimer**

This paper has been prepared as a background paper for the OECD Innovation Strategy. The views expressed herein are those of the author and do not necessarily reflect the official views of the OECD or of the governments of its member countries.

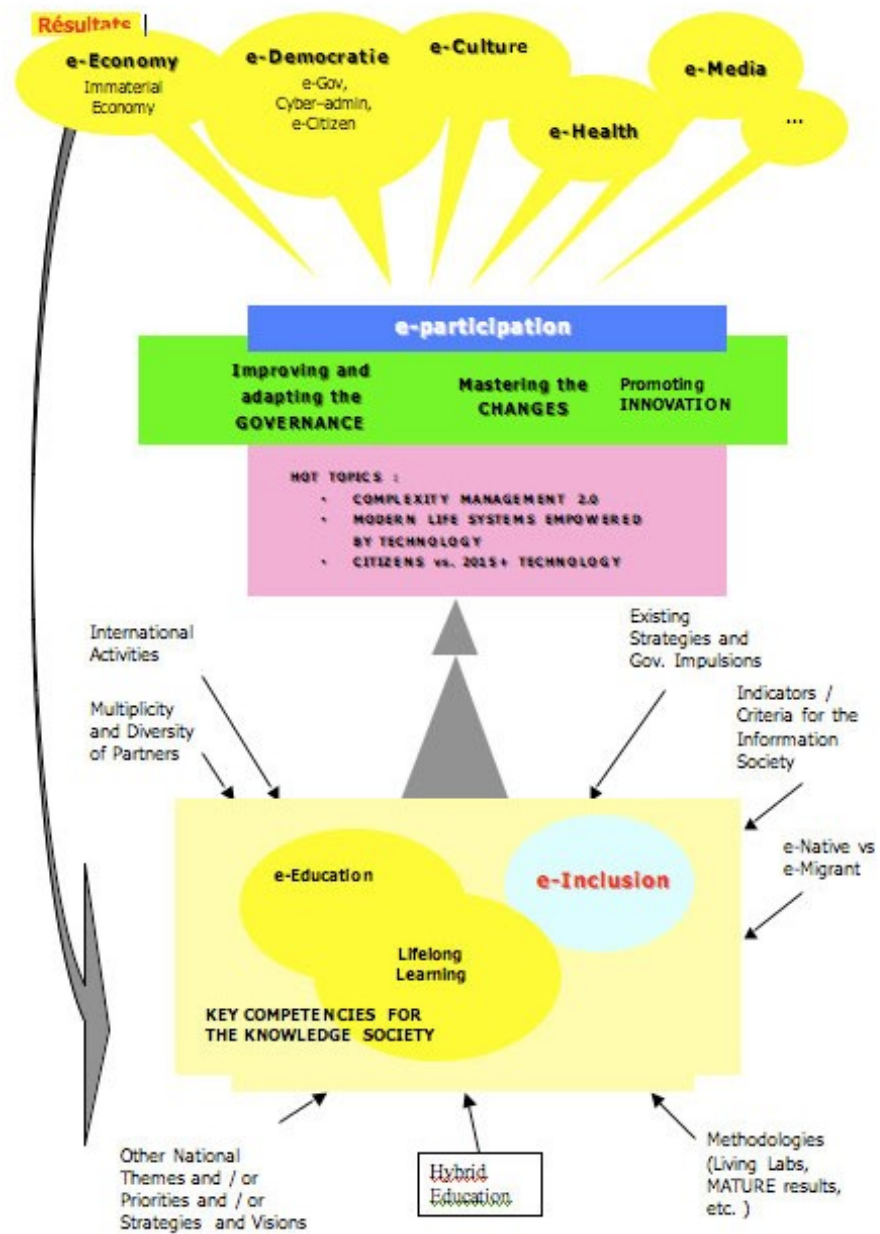
### **Mission**

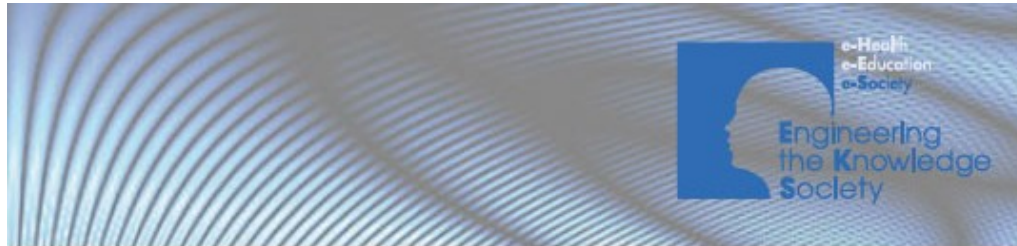
To draft a paper as a contribution to the OECD Innovation Strategy on the features of educational approaches and systems that appear to stimulate creativity, initiative, and risk-taking among students. The paper (about 40 pages) would examine selected theoretical contributions from natural and social science and compare selected features of educational approaches and systems across OECD countries. Based on this review, the paper would discuss the main implications for measurement and policy. Delivery date: 28 February 2009.

### **Author contact**

**François Taddei**

Centre de Recherches Interdisciplinaires  
Faculté de Médecine Paris Descartes  
24 rue du faubourg Saint-Jacques





## Living Lab e-Inclusion

**Exclusion et e-Exclusion:  
analyses, méthodes et outils pour maîtriser  
le changement et promouvoir l'innovation sociale  
et technologique**

<http://www.ict-21.ch/com-ict/spip.php?article87>

Rapport de pré-étude

Auteurs: Patrick Genoud et Andréas Schweizer  
en collaboration avec: Raymond Morel, Ino Maria Simitsek, Johann Sievering et François Wollner

[http://www.ict-21.ch/com-ict/IMG/pdf/OT\\_SATW\\_Rapport-Living-Lab-eInclusion-Vfinal.pdf](http://www.ict-21.ch/com-ict/IMG/pdf/OT_SATW_Rapport-Living-Lab-eInclusion-Vfinal.pdf)



**SATW**

Schweizerische Akademie der Technischen Wissenschaften  
Académie suisse des sciences techniques  
Accademia svizzera delle scienze tecniche  
Swiss Academy of Engineering Sciences



ARI - 20 novembre 2009 Raymond Morel



## Maîtriser le changement et promouvoir l'innovation

(dans le cadre du rapport de pré-étude «Living Lab e-Inclusion» - document de sensibilisation)

Auteur: Ino Maria Simitsek

Avec la collaboration de: Patrick Genoud, Raymond Morel, Andréas Schweizer, Johann Sievering et François Wollner



lien: [www.ict-21.ch/com-ict/IMG/pdf/E-inclusionLL\\_ShortDoc\\_vfinal-12A4.pdf](http://www.ict-21.ch/com-ict/IMG/pdf/E-inclusionLL_ShortDoc_vfinal-12A4.pdf)

<http://www.ict-21.ch/com-ict/spip.php?article87>

### Objet

Ce document<sup>1</sup> fait partie du projet de pré-étude pour un Living Lab «e-Inclusion»<sup>2</sup> entre le CTI et la commission ICT de la SATW. Nous y abordons des aspects généraux de l'e-Inclusion tels que son contexte global et ses paramètres majeurs. Nous survolons ensuite les principes sur lesquels repose le fonctionnement d'un Living Lab. Enfin, nous passons en revue quelques exemples de Living Lab.

Document de sensibilisation, il permet au lecteur de se faire une première idée de l'adéquation entre l'approche Living Lab et la problématique actuelle de l'e-Inclusion. Version plus exhaustive, le rapport de pré-étude<sup>3</sup> reprend avec plus de détails le présent document. Il replace le projet dans le cadre du programme de l'Administration en Ligne<sup>4</sup> (AeL) lancée à Genève et se penche sur les spécificités locales de l'e-Inclusion. De plus, il ébauche les défis que devrait relever un Living Lab «e-Inclusion» et formule les premières recommandations pour la mise en place d'un tel Laboratoire d'Usages.

<sup>1</sup> [http://www.ict-21.ch/com-ict/IMG/pdf/E-inclusionLL\\_ShortDoc\\_vfinal.pdf](http://www.ict-21.ch/com-ict/IMG/pdf/E-inclusionLL_ShortDoc_vfinal.pdf)

<sup>2</sup> Le mandat du projet est disponible en ligne: <http://www.ict-21.ch/com-ict/spip.php?article79>

<sup>3</sup> [http://www.ict-21.ch/com-ict/IMG/pdf/OT\\_SATW\\_Rapport-Living-Lab-eInclusion-Vfinal.pdf](http://www.ict-21.ch/com-ict/IMG/pdf/OT_SATW_Rapport-Living-Lab-eInclusion-Vfinal.pdf)

<sup>4</sup> Le projet de loi 10177 est disponible en ligne: <http://www.ge.ch/grandconseil/data/texte/PL10177.pdf>

**SATW**

Schweizerische Akademie der Technischen Wissenschaften  
Académie suisse des sciences techniques  
Accademia Svizzera delle Scienze Tecniche  
Swiss Academy of Engineering Sciences



# E-readiness rankings 2008

## Maintaining momentum

A white paper from the Economist Intelligence Unit



Written in co-operation with  
The IBM Institute for Business Value





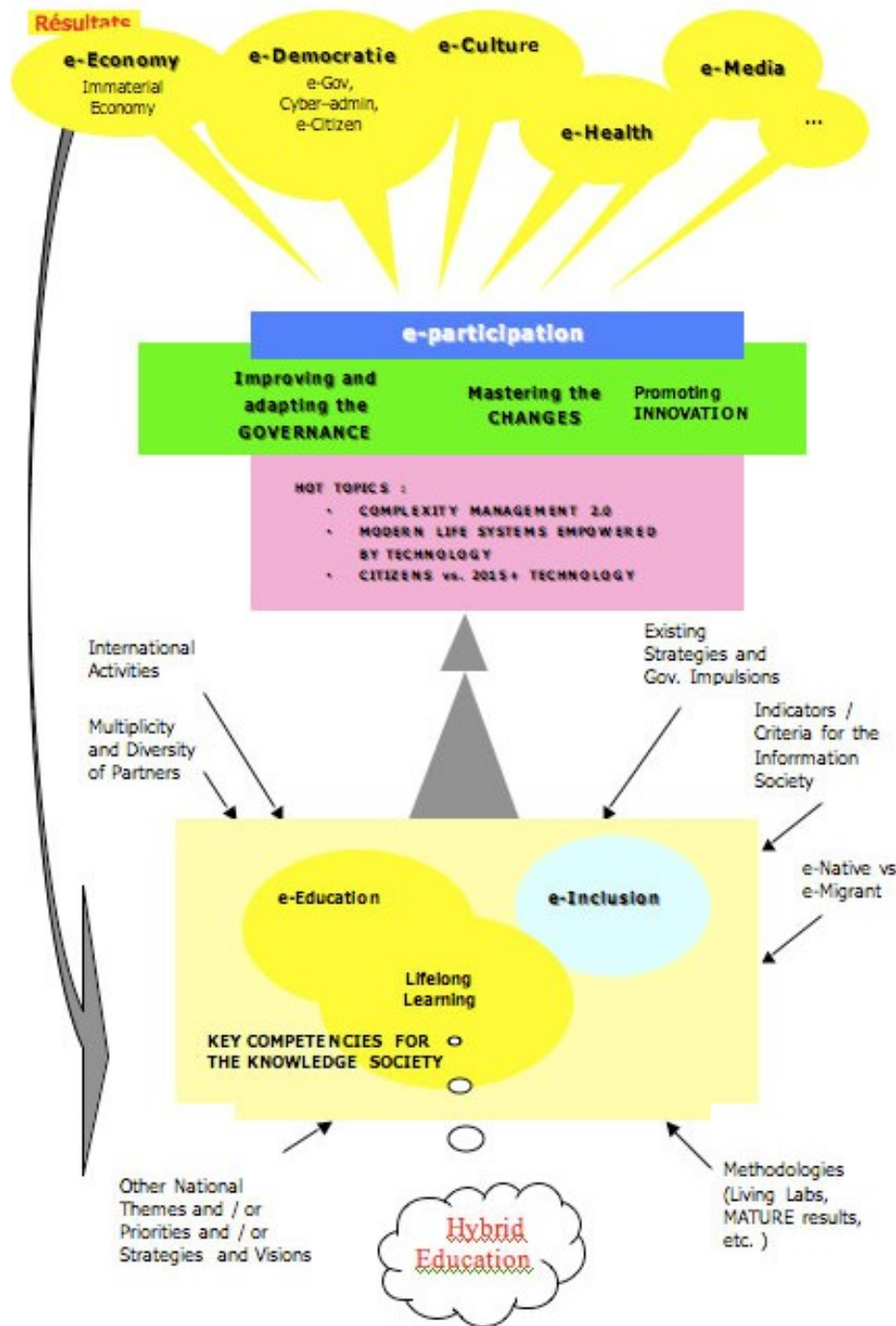
**Vienna Study on Inclusive Innovation  
for Growth and Cohesion:  
Modelling and demonstrating the  
impact of eInclusion**

**Cristiano Codagnone<sup>1</sup>, editor**

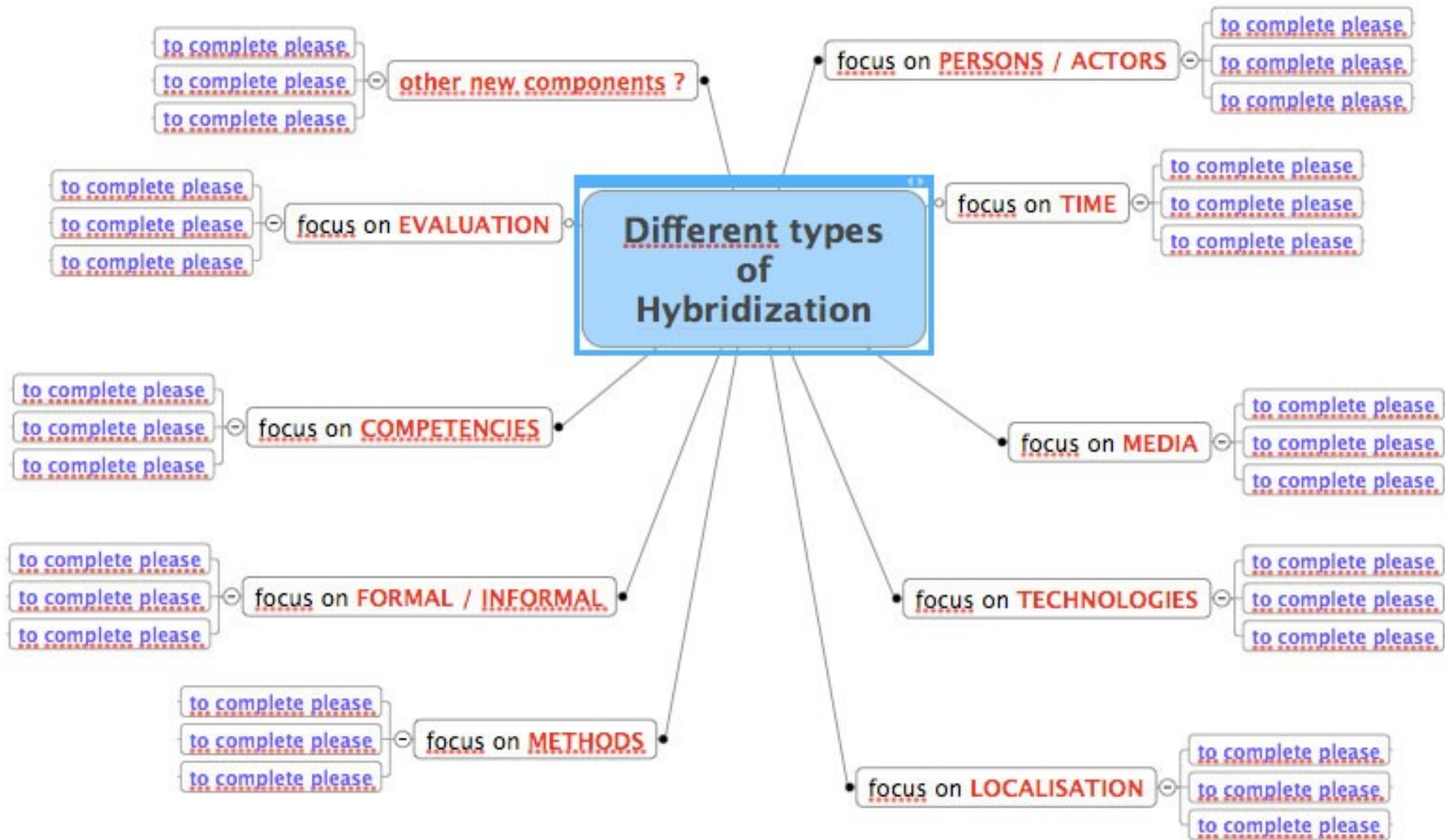
**March 2009**

# Are WE going to act or not?





Don't forget the 54 faces of the ENoLL cube : users, governance, scalability, perennity, etc.



ALVIN TOFFLER  
Author of FUTURE SHOCK

POWERSHIFT

KNOWLEDGE, WEALTH, AND VIOLENCE  
AT THE EDGE OF THE 21ST CENTURY

INTERNATIONAL BESTSELLER

# PARADIGM SHIFT

**The New Promise of  
Information Technology**

**DON TAPSCOTT  
ART CASTON**



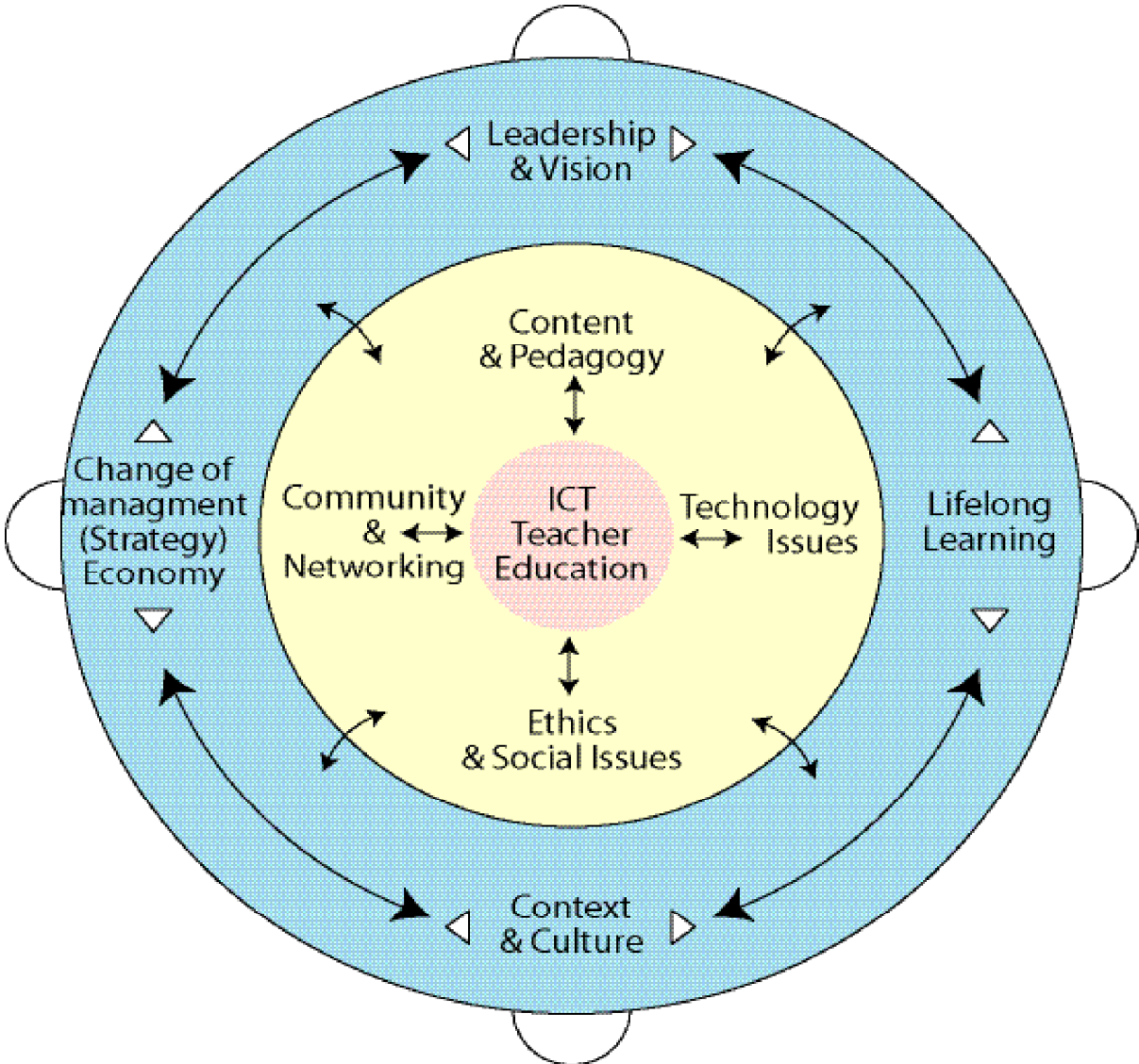
## Take in account the characteristics of ICT and their impacts on the 7 themes in the Forum ICT 21

- From **paper/analogic** to **digital** everywhere
- From **local** to **global** (reduction of distances : geographical, time scale, social, ....)
- From **asynchronous** to **synchronous**
- From **static** information to **dynamic** information
- From **product and services** to **immaterial**
- From **one** computer towards a « **sea** » of **computers** (ubiquity,....)
- .....
- A long range of **POWERSHIFTS** are disturbing us  
[http://www.ict-21.ch/ICT.SATW.CH/SPIP/IMG/FFI-Power\\_Shifts.doc](http://www.ict-21.ch/ICT.SATW.CH/SPIP/IMG/FFI-Power_Shifts.doc)

some more « **POWERSHIFTS** ».

- Teaching vs Learning
- Schools vs Society
- Global vs Local
- Traditional vs New Media
- Individual vs Groups
- Public vs Private
- Central vs Peripheral
- Techies vs Users
- Digital Native vs Digital Migrant
- ... etc.....

CPTIC 's WHEEL



CPTIC's WHEEL


http://www.youtube.com/watch?v=UOorZQLsmuA&feature=related

À la une Apple Yahoo! Google Maps YouTube Informations Divers com-ict ICMS - powered by ... ICT-  
British ... Héberg... Héberg... CyberM... ICMS - ... [Ifip-tc... SC United S

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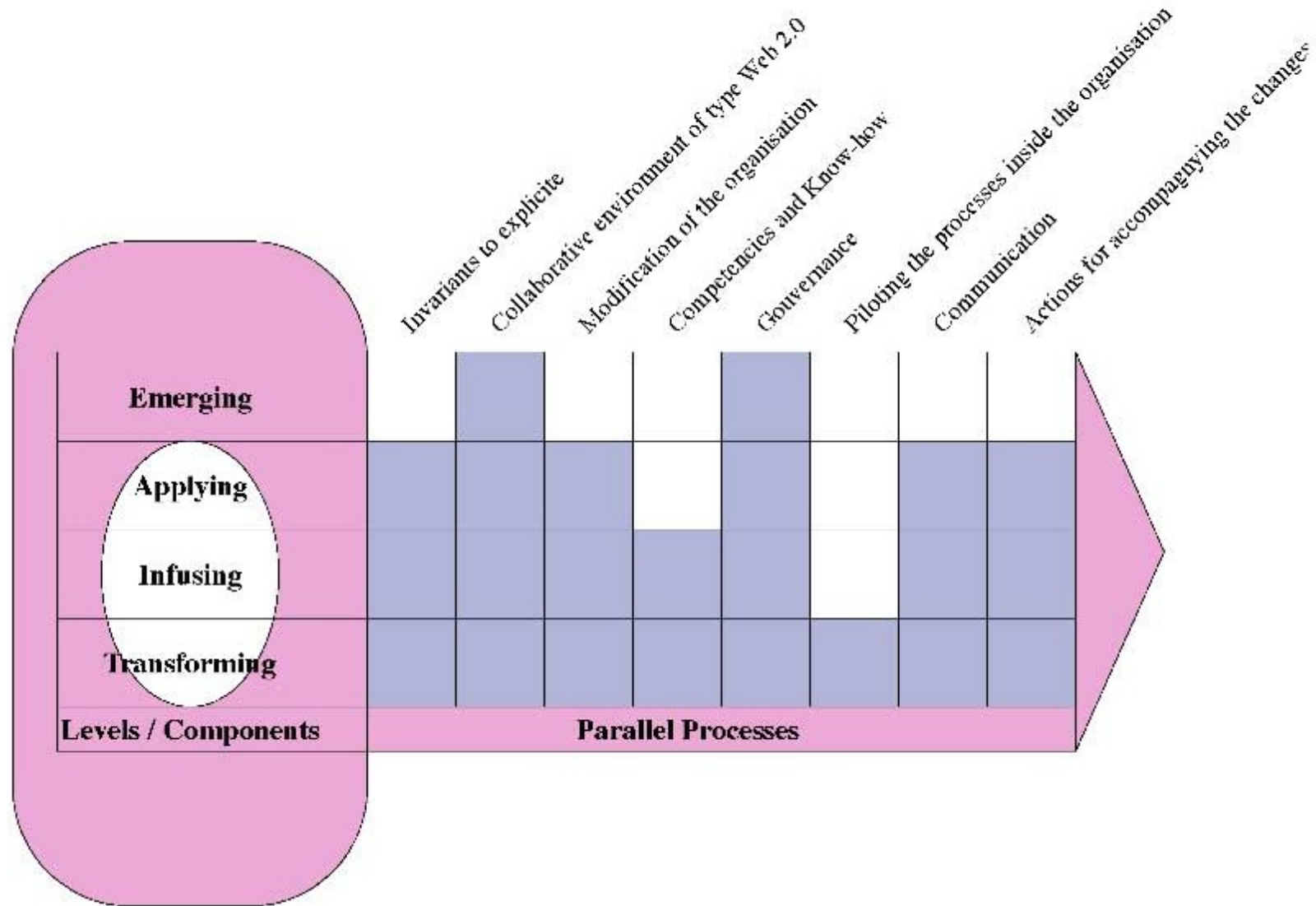
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**Book help (better verson)**



0:09 / 2:56

- <http://www.ifip-tc3.net//IMG/pdf/cle-seoul-cs.pdf>



about « the KEY »(1)

# From the IFIP/UNESCO Curriculum

ICT development at school level

Emerging Approach

<http://wwwedu.ge.ch/cptic/prospective/projets/unesco/en/emeging.html>

Applying Approach

<http://wwwedu.ge.ch/cptic/prospective/projets/unesco/en/applying.html>

Integrating Approach

<http://wwwedu.ge.ch/cptic/prospective/projets/unesco/en/integrating.html>

Transforming Approach

<http://wwwedu.ge.ch/cptic/prospective/projets/unesco/en/transforming.html>

about « the KEY »(2)

# Emerging

- This approach is linked with a **school in the beginning stages of ICT development**. The school begins to purchase, or has had donated, some equipment and software. In this initial phase, administrators and teachers are just starting to explore the possibilities and consequences of adding ICT for school management and the curriculum. **The school is still firmly grounded in traditional, teacher-centred practice.**
- In this approach an ICT-curriculum is indicated that increases the basic skills and awareness of the uses of ICTs. This curriculum assists movement to the next approach if so desired.

about « the KEY »(3)

# Applying

- This approach is linked with a school in which **new understanding of the contribution of ICTs to learning has developed**. In this approach administrators and teachers use ICTs for tasks already carried out in school management and in the curriculum. **Teachers largely dominate the learning environment**.
- In this approach the school best chooses an ICT-curriculum that increases **the use of ICTs in various subject areas with specific tools and software**. This curriculum assists movement to the next approach if so desired.



about « the KEY »(4)

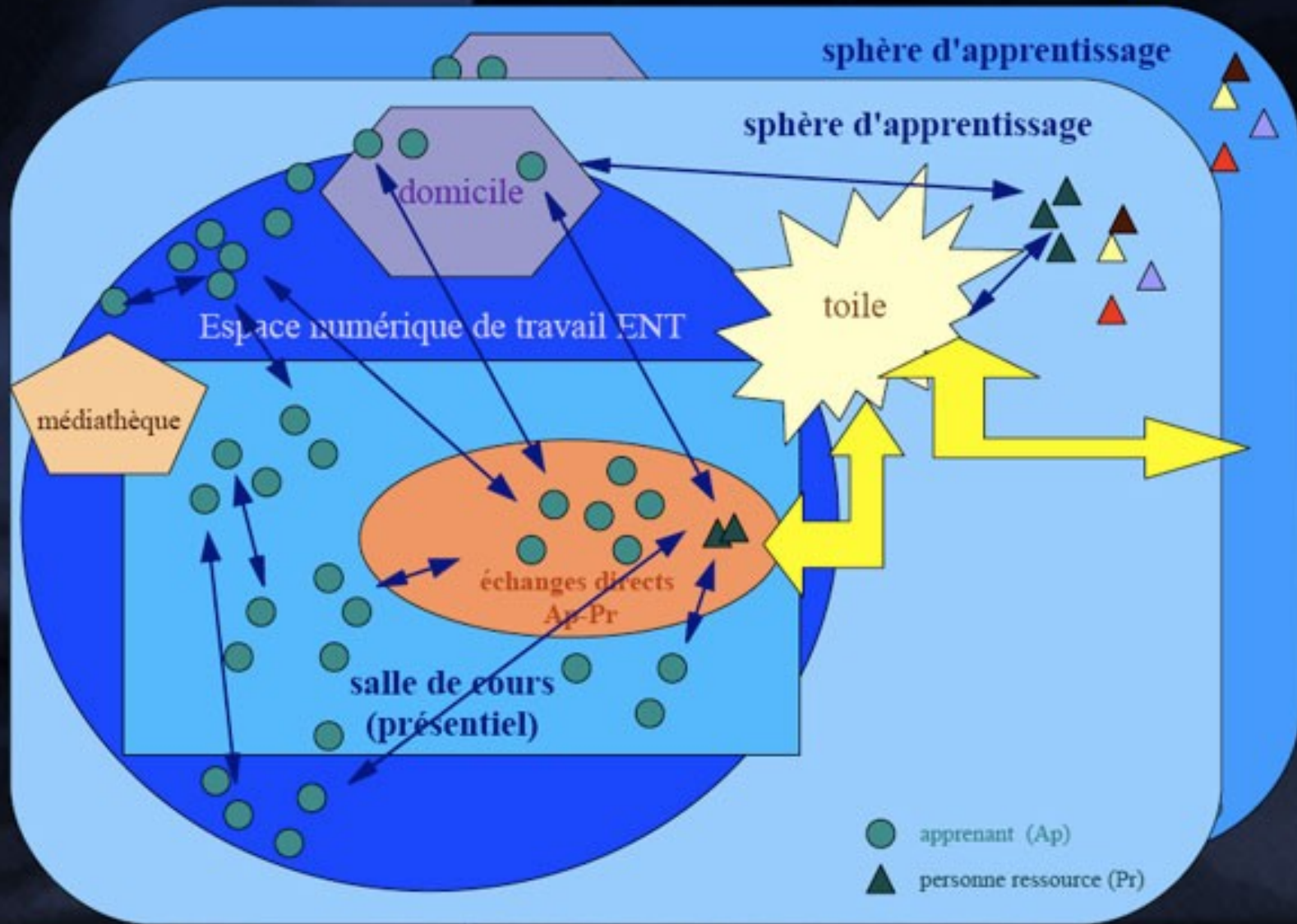
# Integrating

- This approach is linked with a school that now has **a range of technologies** both in laboratories, classrooms and administrative offices. **The school staff explore new ways in which ICTs change their personal productivity and professional practice.** The ICT-curriculum begins to merge subject areas to reflect real-world applications.

about « the KEY »(5)

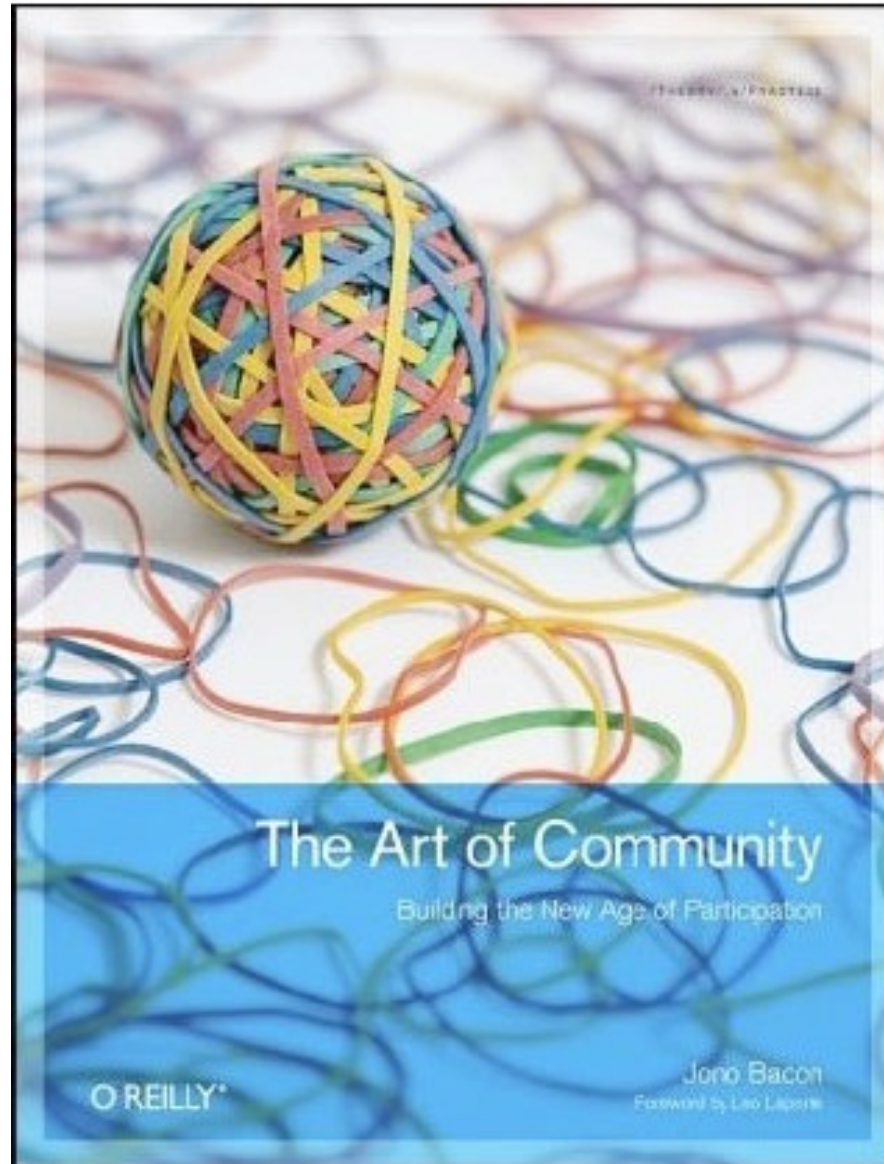
# Transforming

- This approach is linked with a **school that has used ICTs to creatively rethink and renew school organisation**. ICTs become an integral though invisible part of daily personal productivity and professional practice. **The focus of the curriculum is now learner-centred and integrates subject areas** in real-world applications. ICTs are taught as a subject area at the professional level and incorporated into all vocational areas. **The school has become a centre of learning for the community.**



*Vers une formation  
tout au long de la vie*

# News from Unesco (1)



Project YYYYYY  
Today  
In 1 to 2 years  
In 3 to 4 years

## PILOTING MITIC (ICT) at XXXXXX Visions - Strategies & Leaderships

SATW-SVIA-SSIE-SARIT 13.11.08

**Information systems &  
school organisation  
=> towards  
Learning organisations**

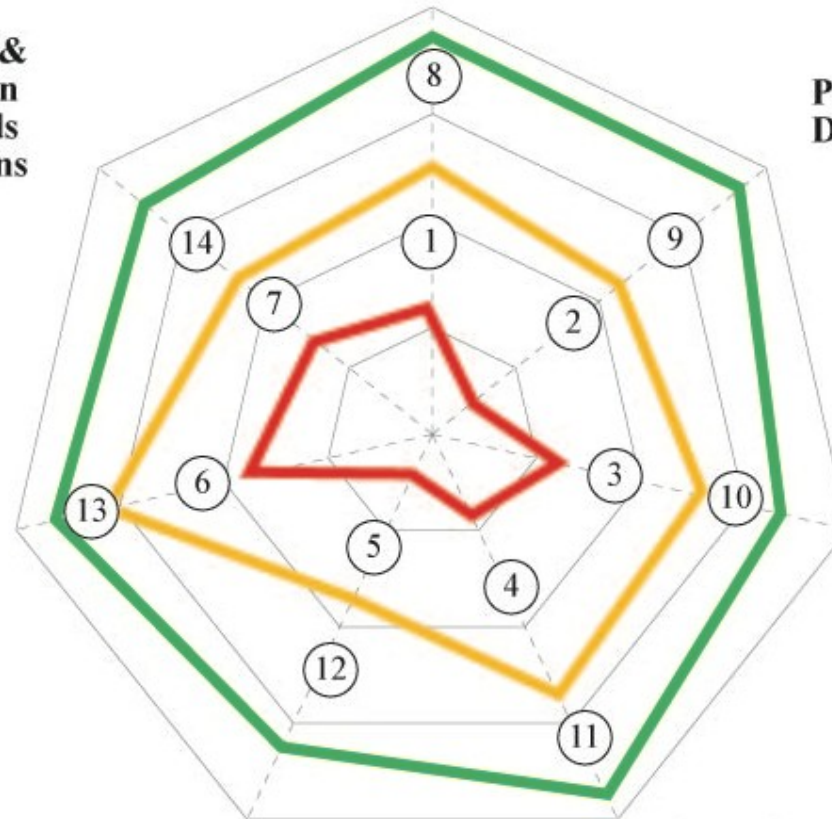
**Professional  
Development**

**Technological  
Environnements  
of type 2.0**

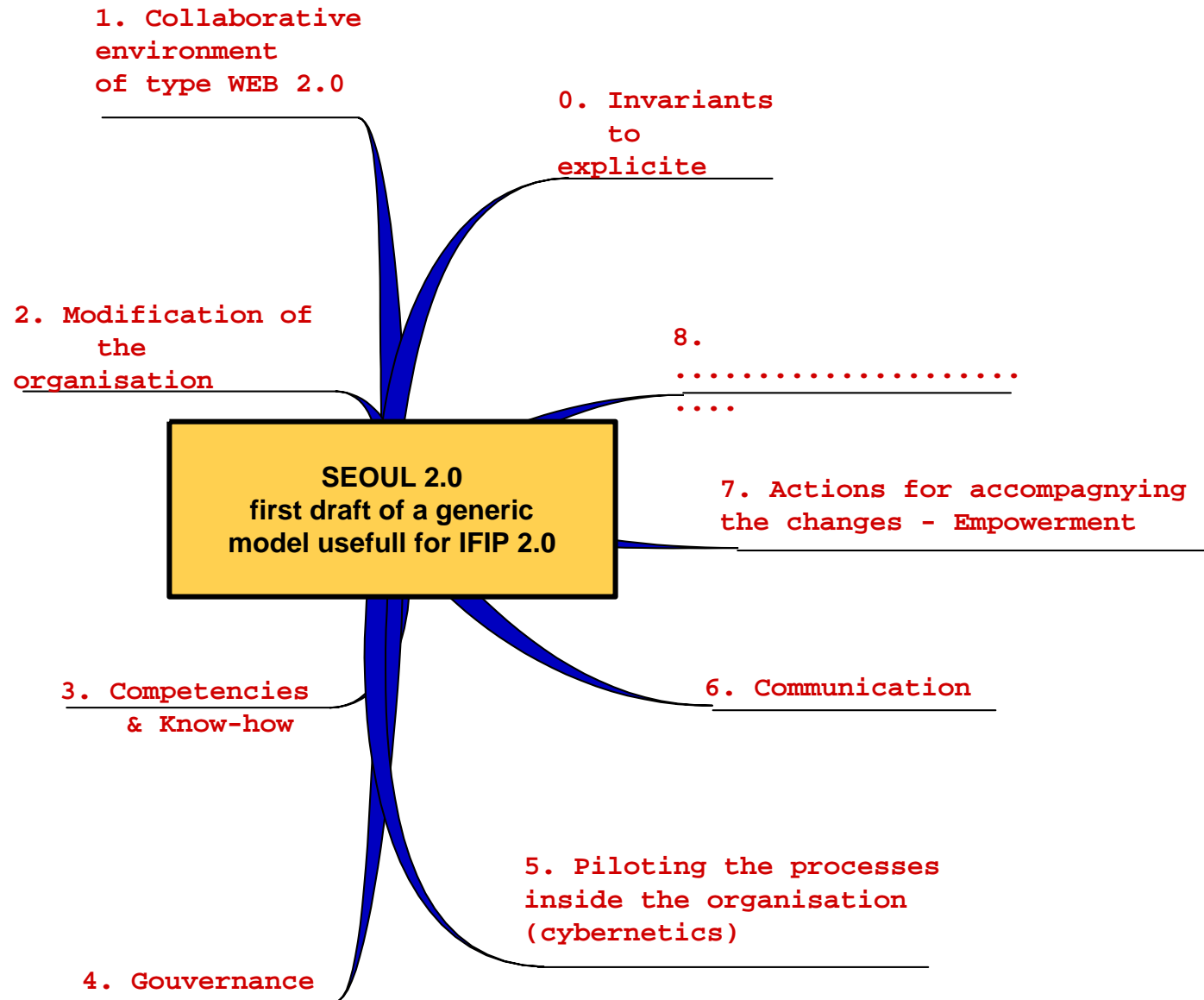
**Pedagogies  
Methodologies  
Didactics  
e-Content**

**Competencies recognition  
Evaluations  
Pedagogical follow-up & Portofolios**

**Referentials of embeded  
competencies (learners, teachers,  
teacher of teachers) -  
Citizen Education - Curriculum**



ource: Unesco, <http://www.sem-experimentation.ch/semacta> + ideas from ENIS



**SEOUL 2.0**  
first draft of a generic  
model usefull for IFIP 2.0

**1. Collaborative environment of type WEB 2.0**

"Job" functionalities  
Fonctionnalities of a learning organisation  
Tools with open access on Internet

**2. Modification of the organisation**

Innovation potentialities (contrains & advantages) the existing structure to a network type structure  
The bottlenecks disappear  
Developping the participation of all actors

**3. Competencies & Know-how**

Explicitation of implicate ways  
Know-hows transmission  
To promote and facilitate informal education/learning  
Attitudes "Peer Learning"  
Storage & putting at disposal the explicite information

**4. Gouvernance**

Transparency  
Aims of harmony between the members of the organisation  
Flexibility  
Foresight

**0. Invariants to explicite**

Specificities of the organism  
Objectives & Strategy  
Status & Observations  
Local conditions

8. ....  
....

**7. Actions for accompagnying the changes - Empowerment**

**6. Communication**

intern al  
extern al

**5. Piloting the processes inside the organisation (cybernetics)**

Project s  
Criteria & Evaluation  
Regulatio n

**From** computer literacy,  
digital literacy,  
media literacy to  
**DIGITAL INCLUSION**  
(e-Participation, citizen  
education, ...)



	<b>Operational</b> competencies	<b>Cultural</b> competencies (economical, social, ... aspects)	<b>Critical</b> competencies (e-democracy, e-citizen, e-participation,..)
ICT as a <b>study object</b>			
ICT as a <b>tool</b> to learn and live			
ICT as a <b>media</b> education and/or for <b>citizen</b> education			
ICT as a partner to complete the <b>meta-</b> <b>methods</b> in learning and/or living			

For **each slot**, consider the 4 levels : **to know, to do, to be and to be together**  
after defining the population you consider => **the is not only one solution for a slot !**

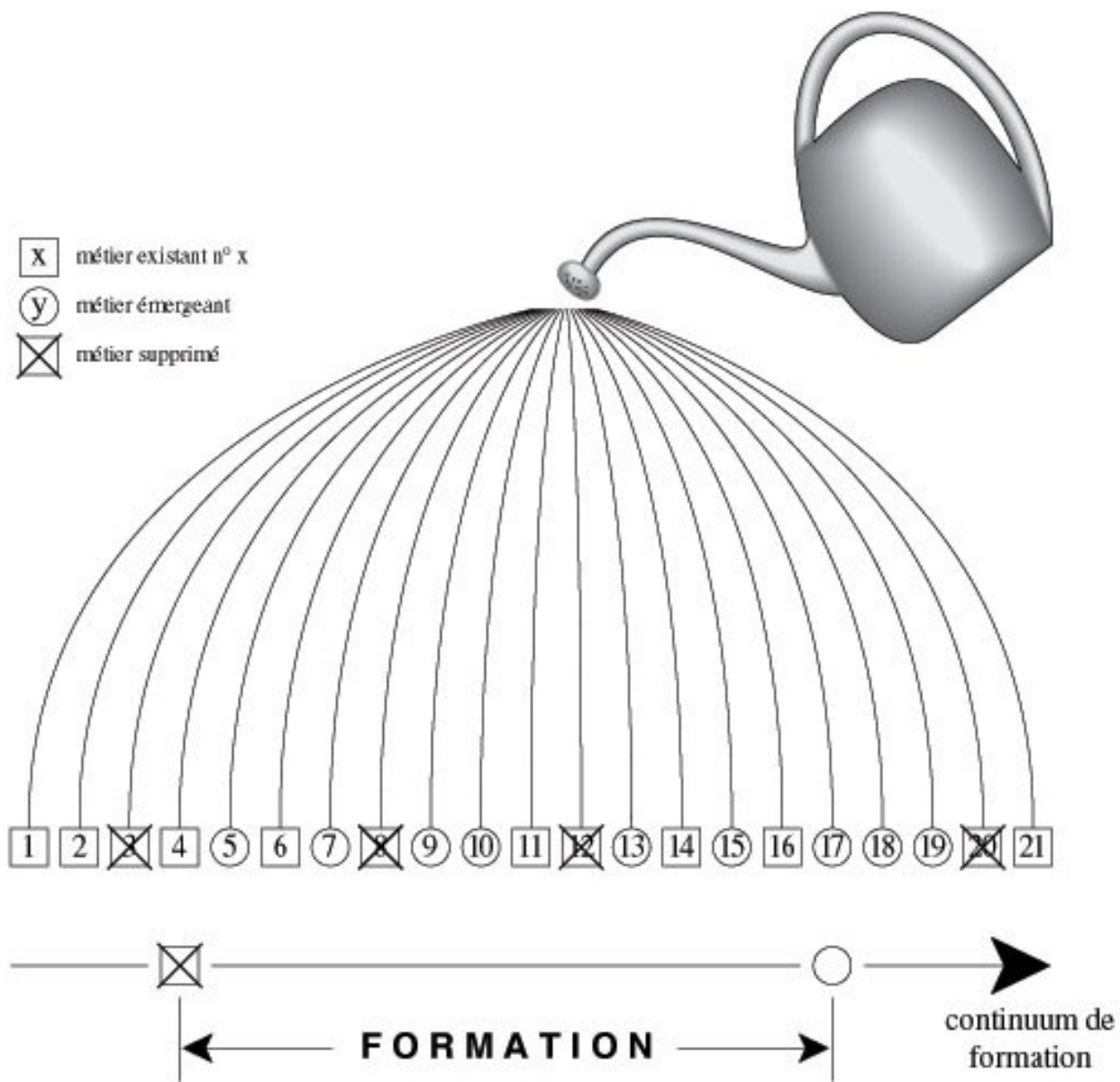
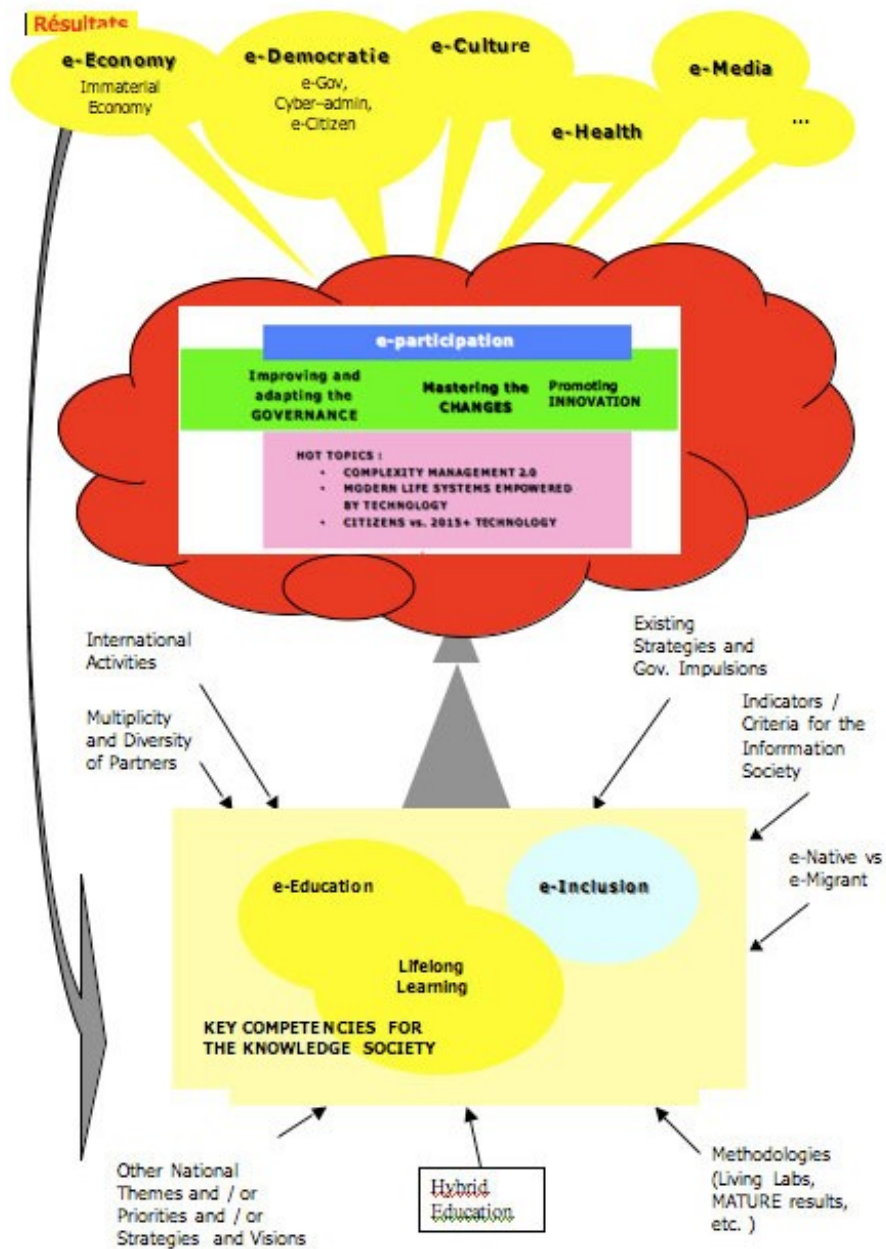
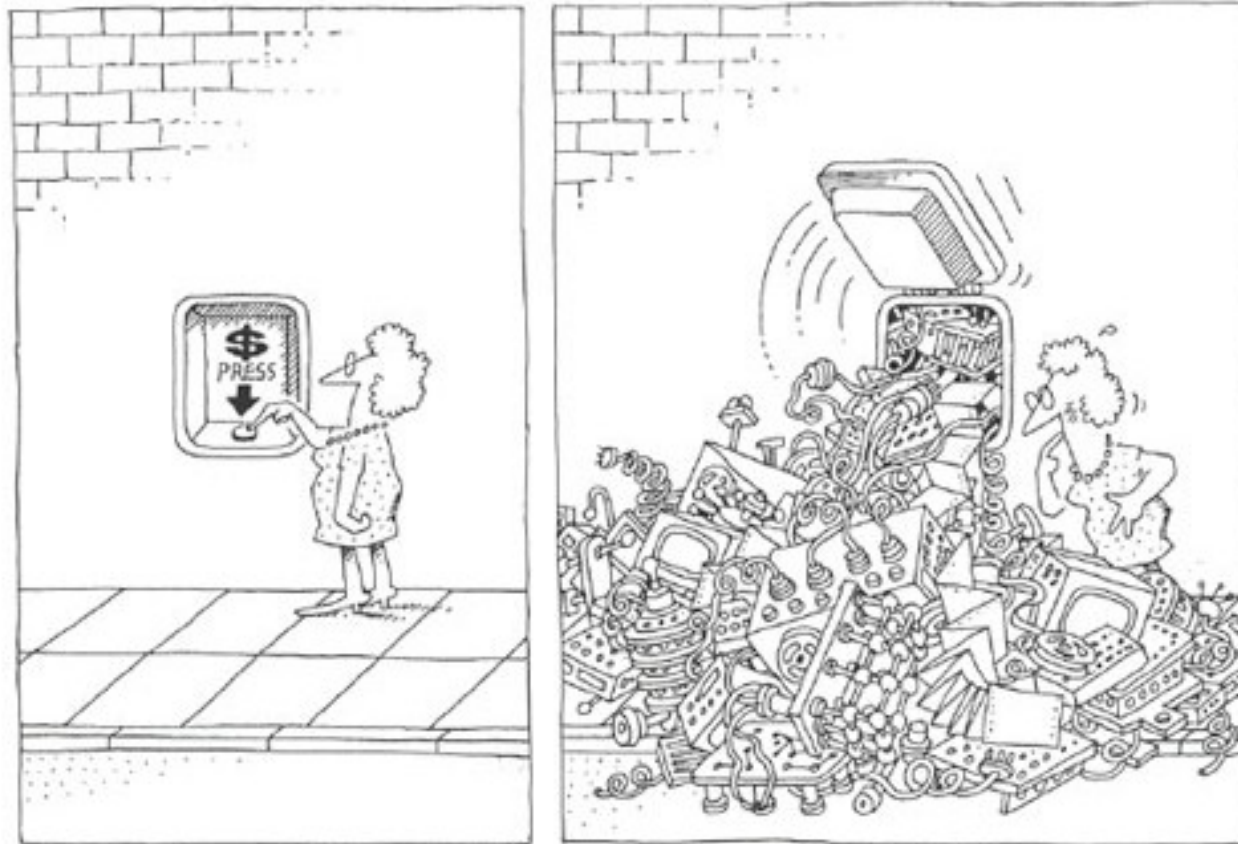


Figure 14





# Complicated or Complex?





Unveiling the beauty of statistics for a fact based world view.

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 Posted May 13, 2009

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Posted May 13, 2009



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Urban / Rural

Electricity & Income

BLOG

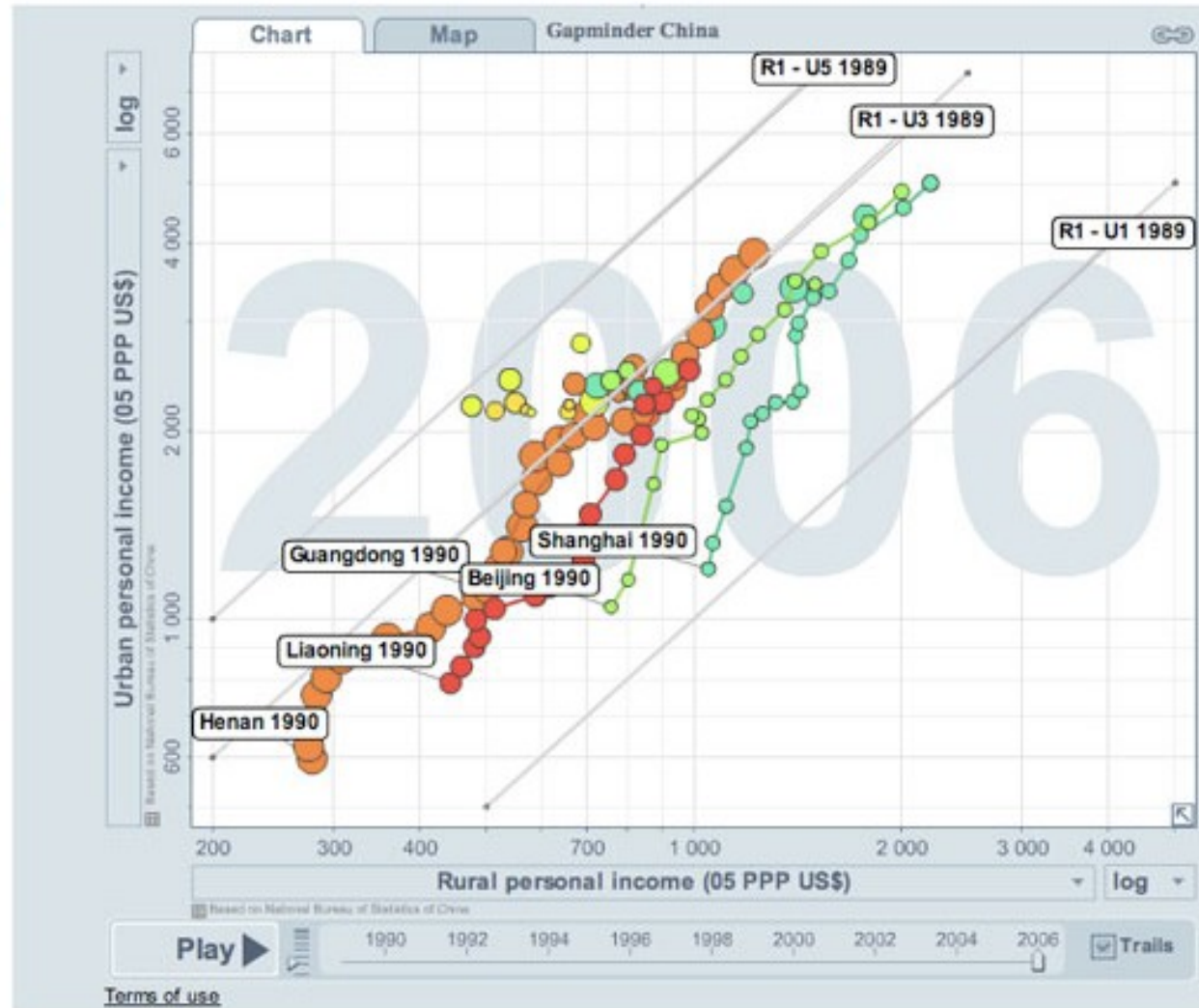
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[http://www.ict-21.ch/com-ict/IMG/pdf/IBM-Green-IT-0509-final\\_m.pdf](http://www.ict-21.ch/com-ict/IMG/pdf/IBM-Green-IT-0509-final_m.pdf)



The slide features a background image of the Earth from space. In the center-right, there is a circular graphic with a blue and white color scheme. The text 'Dynamic Infrastructure' is written in the center of this circle. Surrounding it are four curved arrows pointing clockwise, with the following labels: 'Improve Service' at the top, 'Reduce Cost' on the right, 'Manage Risk' on the left, and 'Improve Service' at the top.

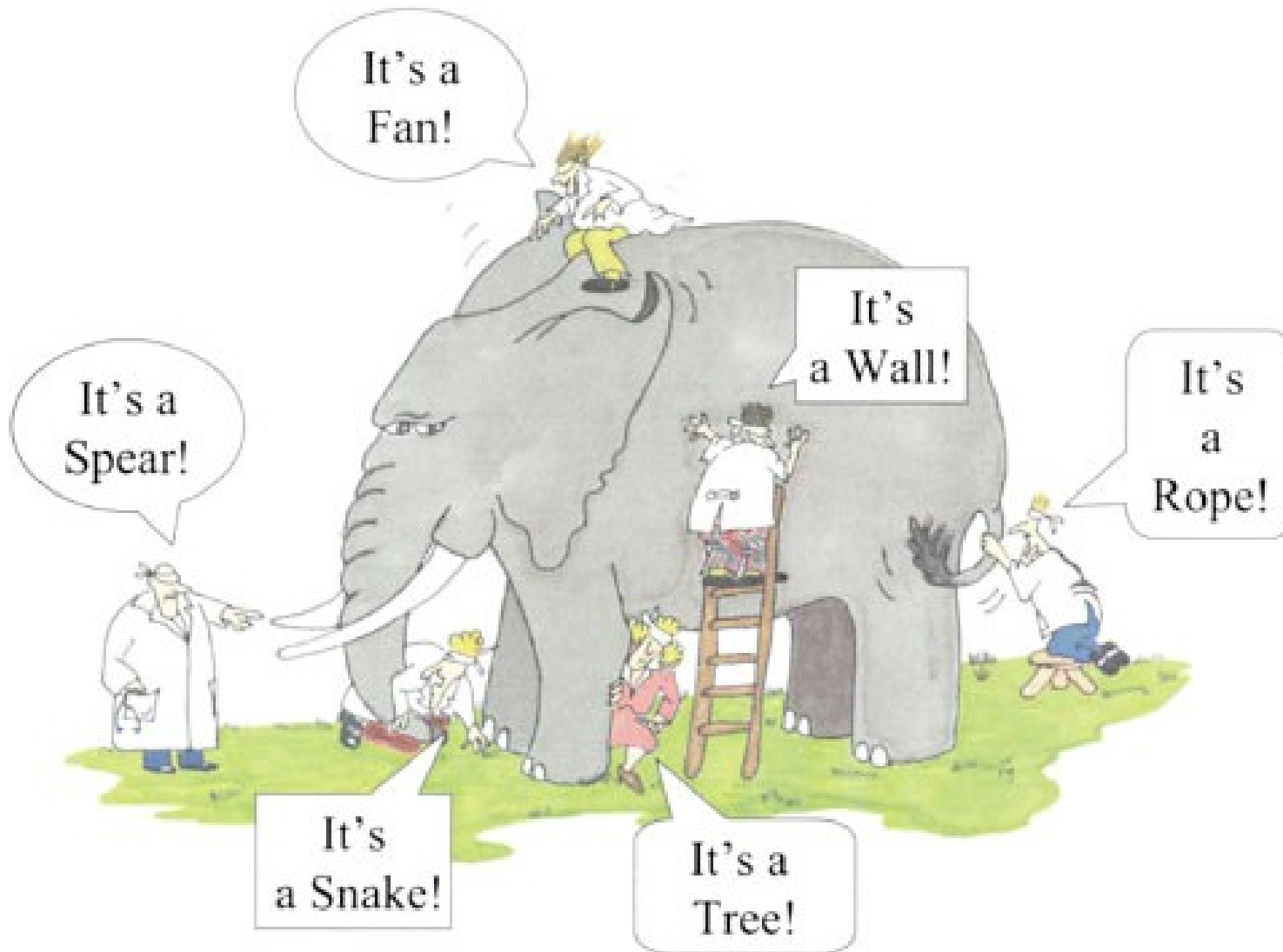
**Green IT & Energieeffizienz**  
- Umdenken lässt die Vision Wirklichkeit werden  
René Bersier, Systems Consultant, IBM Schweiz

IBM Systems & Technology Group

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# What is the Future Internet?





à la une



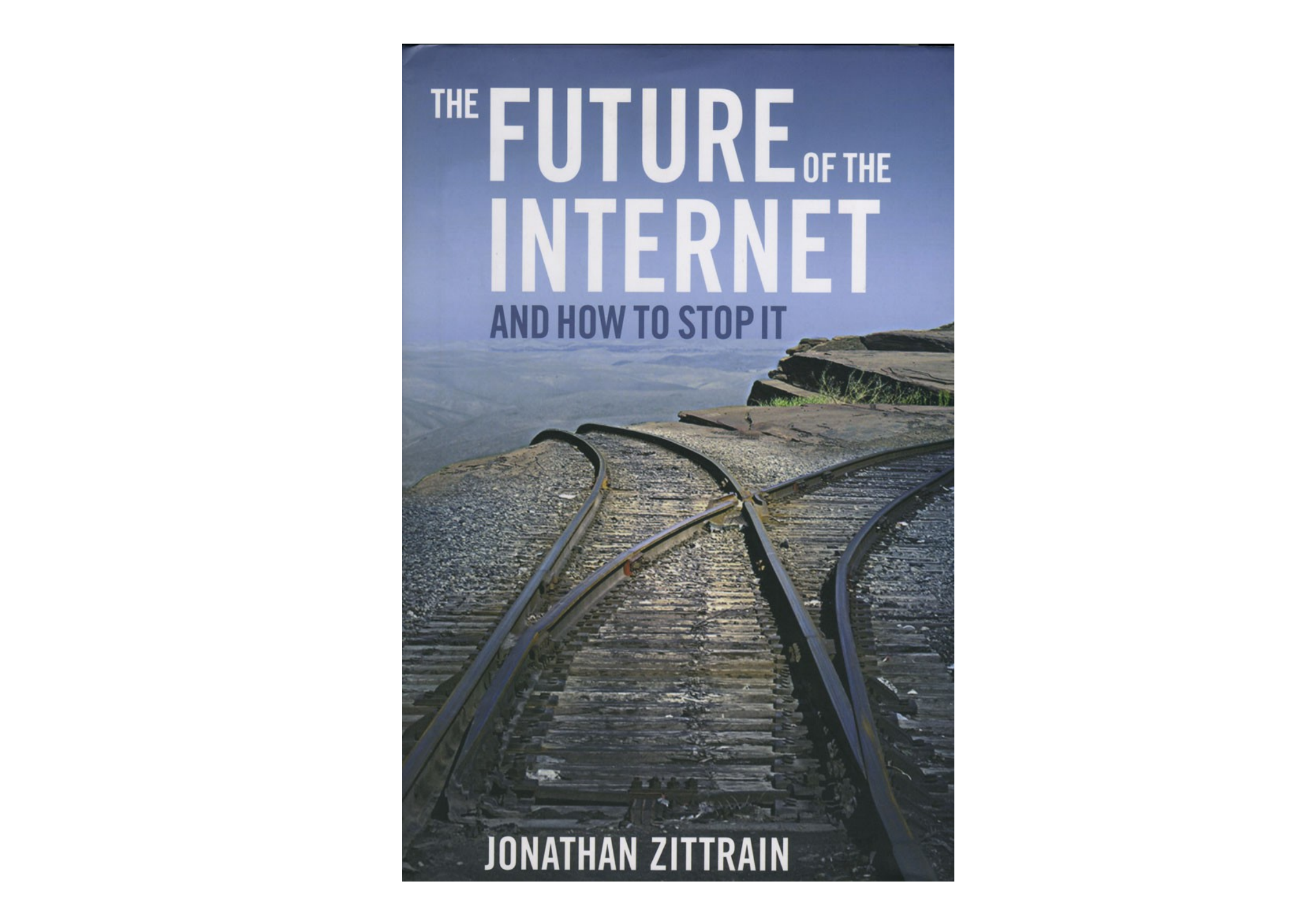
# Internet au bord de l'explosion

Vu le succès du Net, on pourrait croire que tout va bien sur le réseau. Erreur ! Car faute d'avoir été conçue pour croître tous azimuts, son architecture révèle des failles de plus en plus béantes ! A la clé : une aubaine pour les *hackers* et une hypothèque sur les applications futures. Retour sur la fin d'un âge d'or.

Par Vincent Nouyriqat

L'année 2008 aura été traumatisante pour l'Internet. Et l'avenir ne s'annonce guère plus brillant...  
"Traumatisante" ? Le terme n'est pas trop fort pour qualifier les failles béantes révélées ces derniers mois dans la sécurité des protocoles fondamentaux du réseau des réseaux – autant dire ses piliers. Cet été, deux de ces vulnérabilités faisaient même la une des journaux. Et pour cause : c'est comme si l'on apprenait que le dispositif de contrôle des horaires et des aiguillages des TGV pouvait être à tout moment piraté ! Mais même que la cybercriminalité atteint des sommets... \*

Cf. Science et Vie décembre 2008 - p. 55-xx



THE **FUTURE** OF THE  
**INTERNET**  
AND HOW TO STOP IT

**JONATHAN ZITTRAIN**

Number 77, April 2009

# ERCIM NEWS

European Research Consortium  
for Informatics and Mathematics  
[www.ercim.org](http://www.ercim.org)

Special theme:

# Future Internet Technology

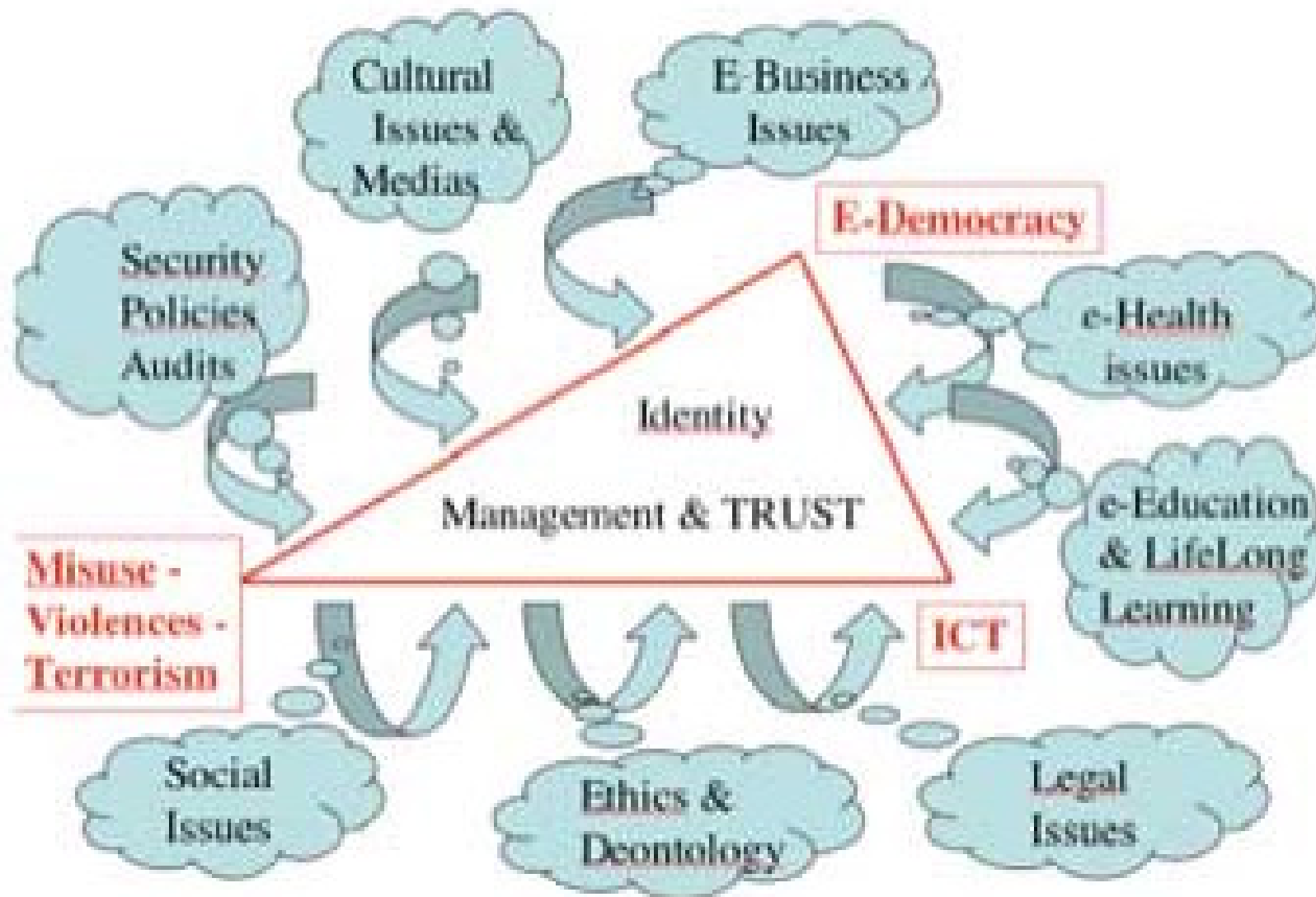
Also in this issue:

*Keynote*  
by Viviane Reding

*Joint ERCIM Actions:*  
Twenty Years of ERCIM:  
History and Outlook

# Trust and Confidence vs Identity Management

<http://www.ict-21.ch/ICT.SATW.CH/spip.php?article431>



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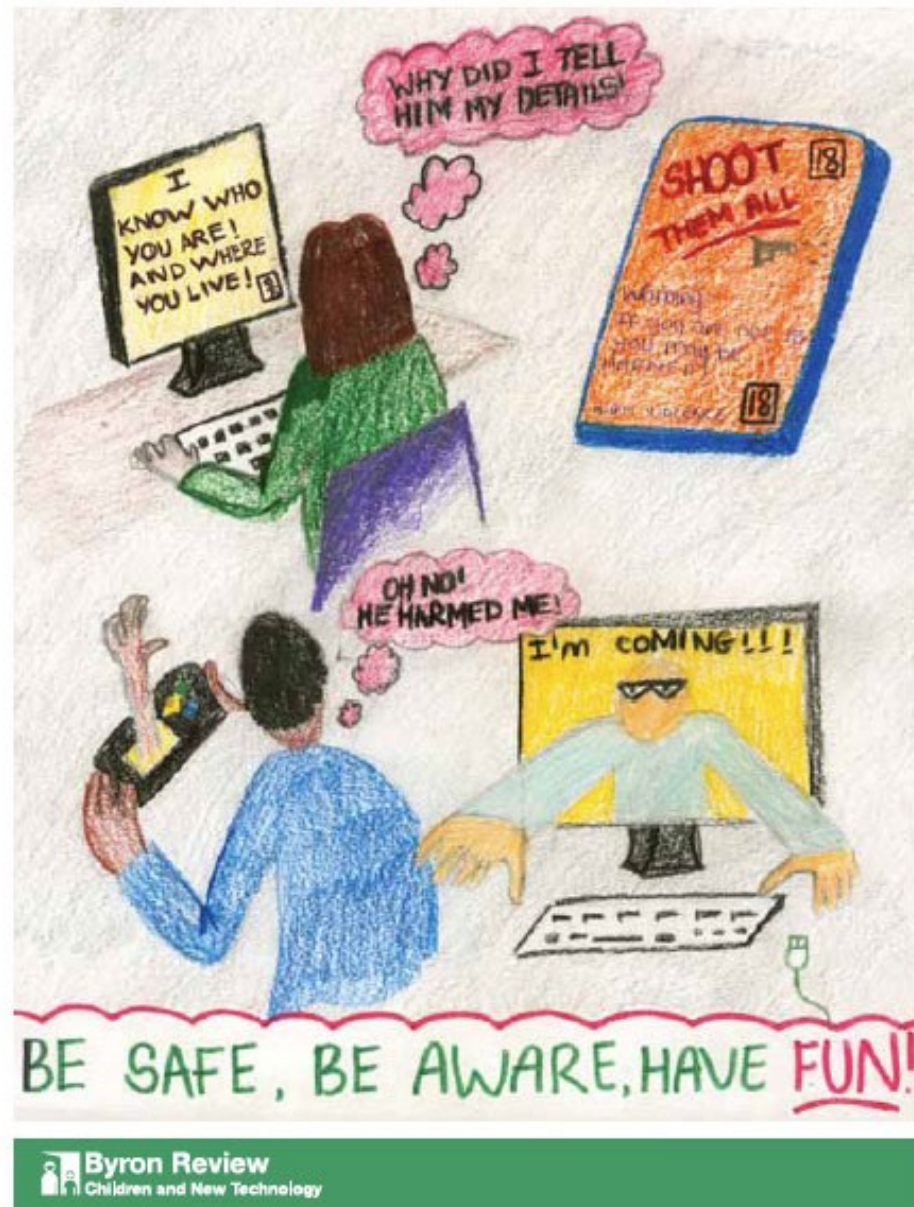
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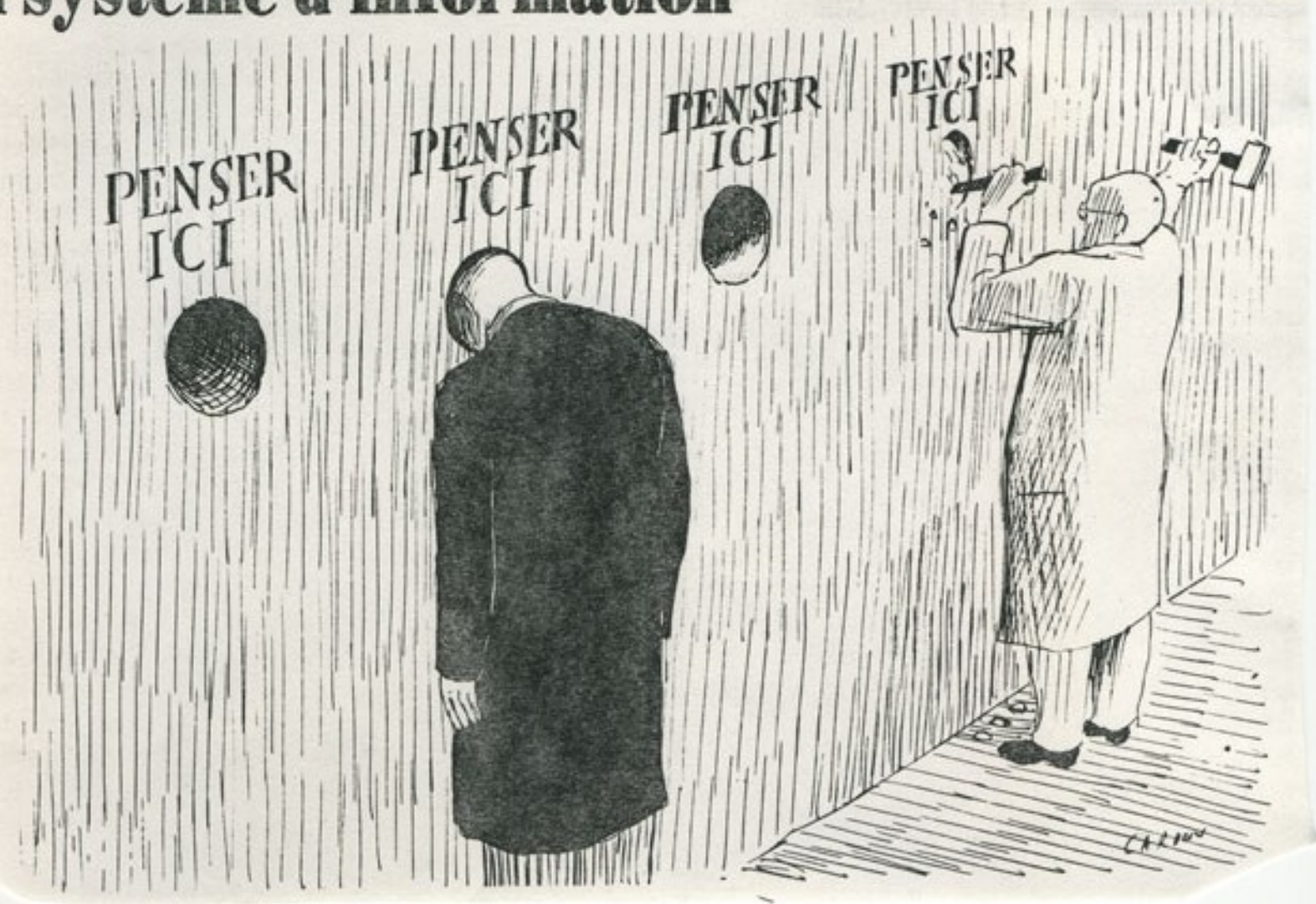
(R)Evc

# Safer Children in a Digital World

## The Report of the Byron Review



# Du système informatique au système d'information



Wo sind sie,  
die *Inseln* der  
Vernunft im  
*Cyberstrom*?

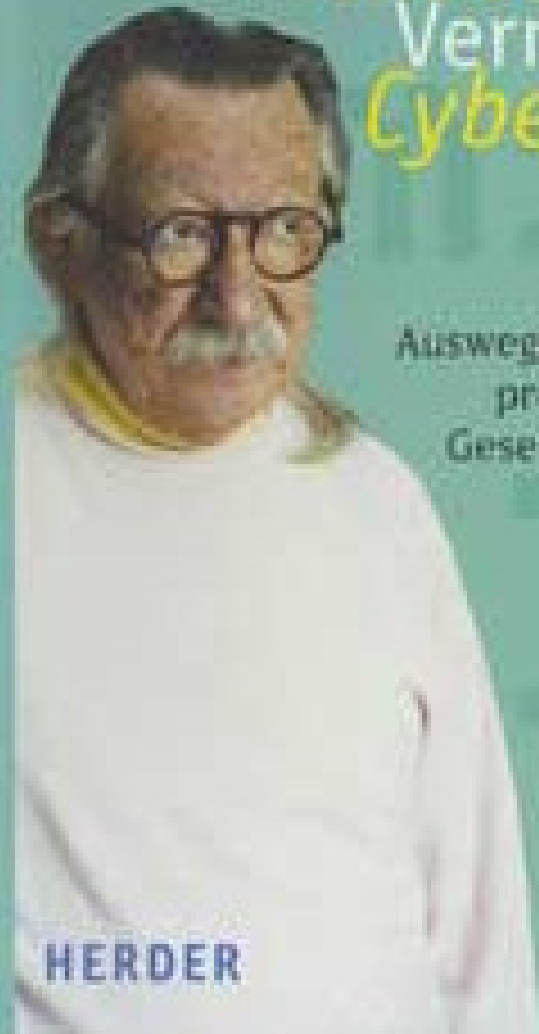
Pionier, Dissident, Computerguru.  
Einer, der sich in keine Schublade  
einpassen lässt. Aktuell und brisant,  
unangepasst und phantasievoll –  
die Lebensphilosophie eines großen  
kritischen Denkers der Gegenwart.  
Erzählt vor dem Hintergrund seiner  
eigenen Geschichte.



HERDER | Weizenbaum | Wo sind sie, die Inseln der Vernunft im Cyberstrom?

JOSEPH WEIZENBAUM  
Mit Gunna Wendt

Wo sind sie,  
die *Inseln* der  
Vernunft im  
*Cyberstrom*?



Auswege aus der  
programmierten  
Gesellschaft

HERDER



# Online Identity Theft

An OECD Browse\_it Edition •  
Real Only •  
Lecture seule



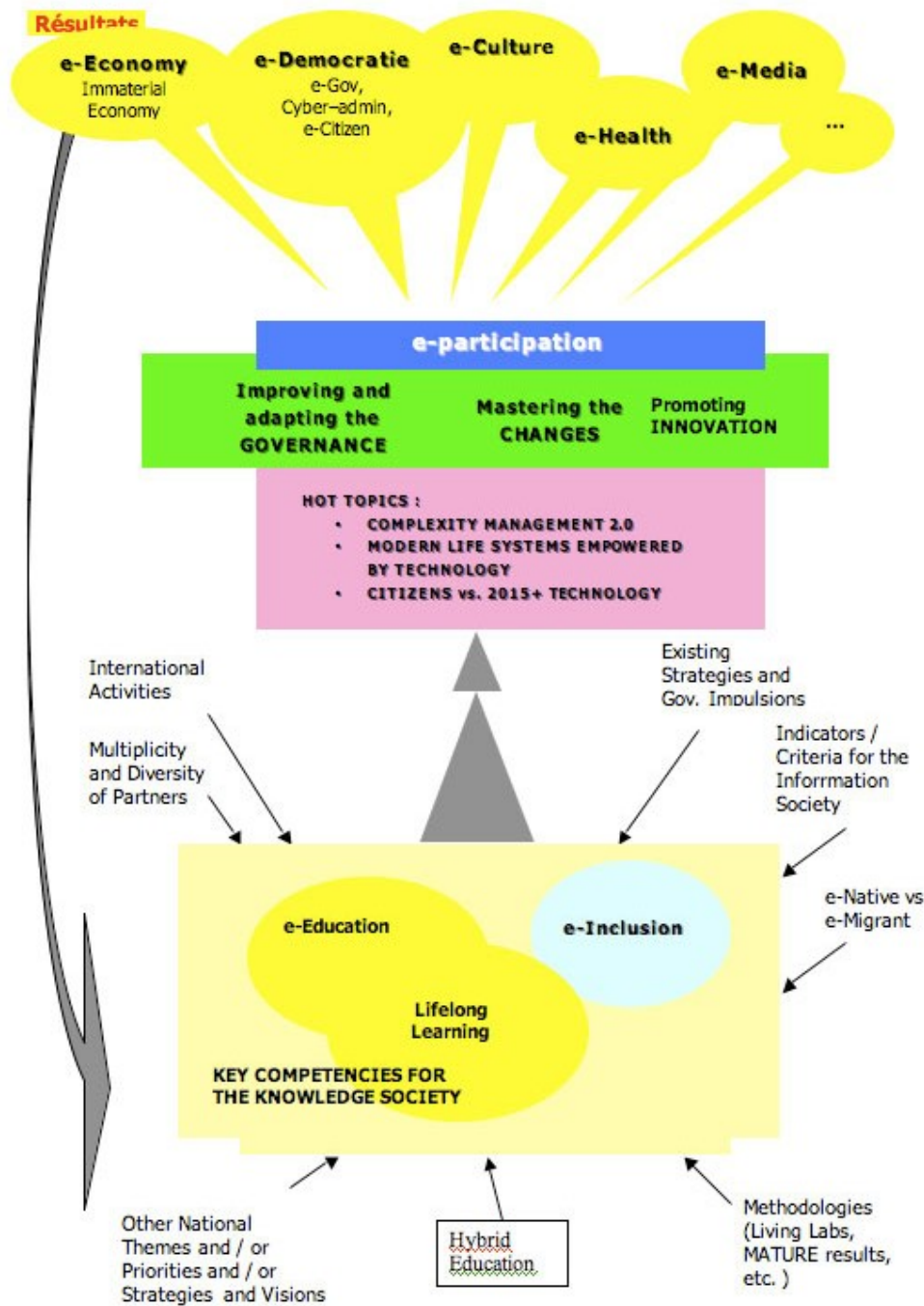


[http://www.enisa.europa.eu/doc/pdf/deliverables/enisa\\_pp\\_web2.pdf](http://www.enisa.europa.eu/doc/pdf/deliverables/enisa_pp_web2.pdf)



## Where do we go from here?





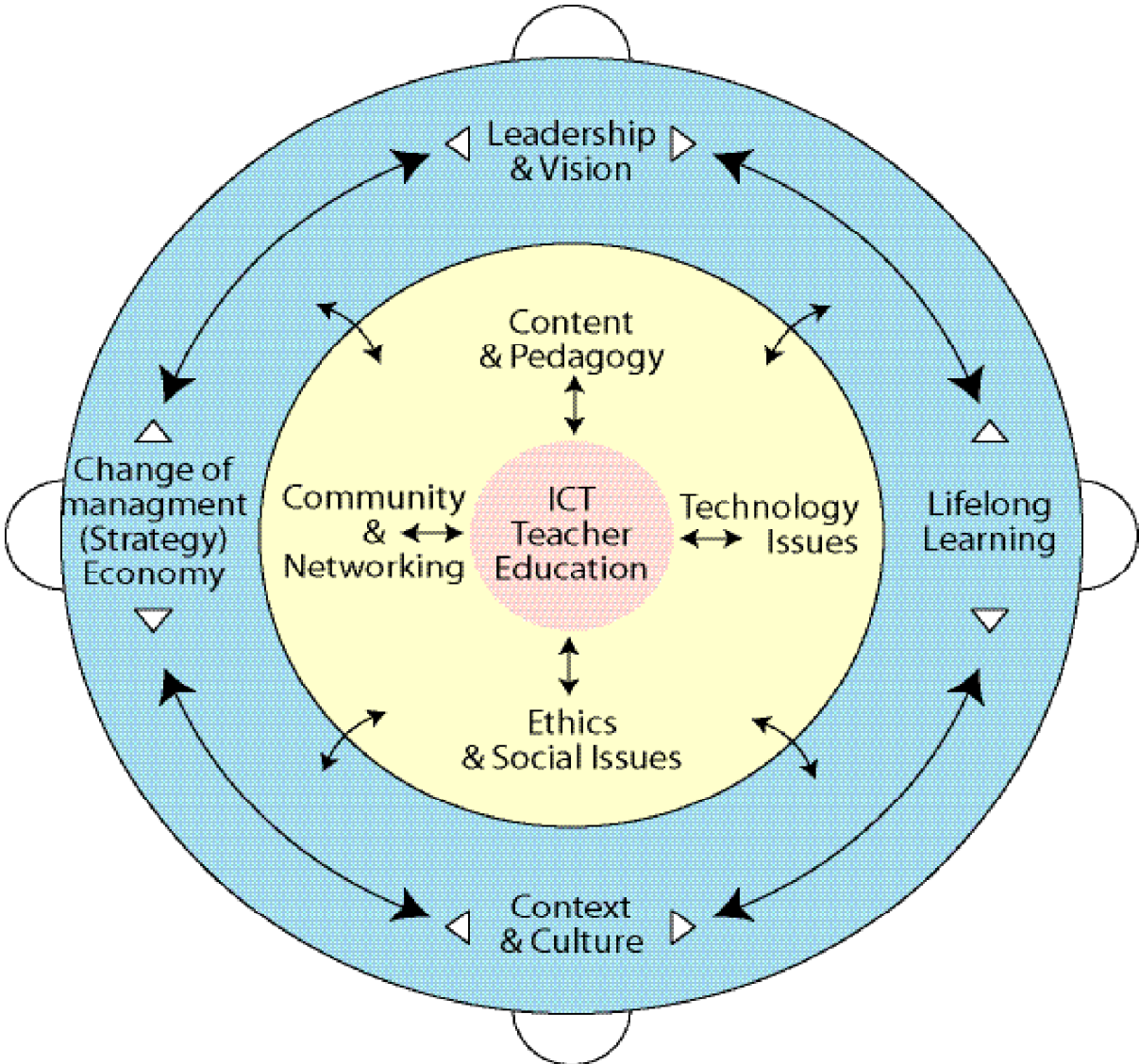
# Which Future

for the :

- e-Patient
- e-Learner
- e-Worker
- e-Citizen ?

# Annex

CPTIC 's WHEEL



CPTIC's WHEEL

CPTIC 's WHEEL (1)

# Four Competencies

- **Content & Pedagogy**
- **Technology Issues**
- **Collaborative Work & and Networking**
- **Social Issues**



CPTIC 's WHEEL (2)

# Four Themes

- **Leadership and Vision**
- **Lifelong Learning**
- **Context and Culture**
- **Change of Management (Strategy) Economy**

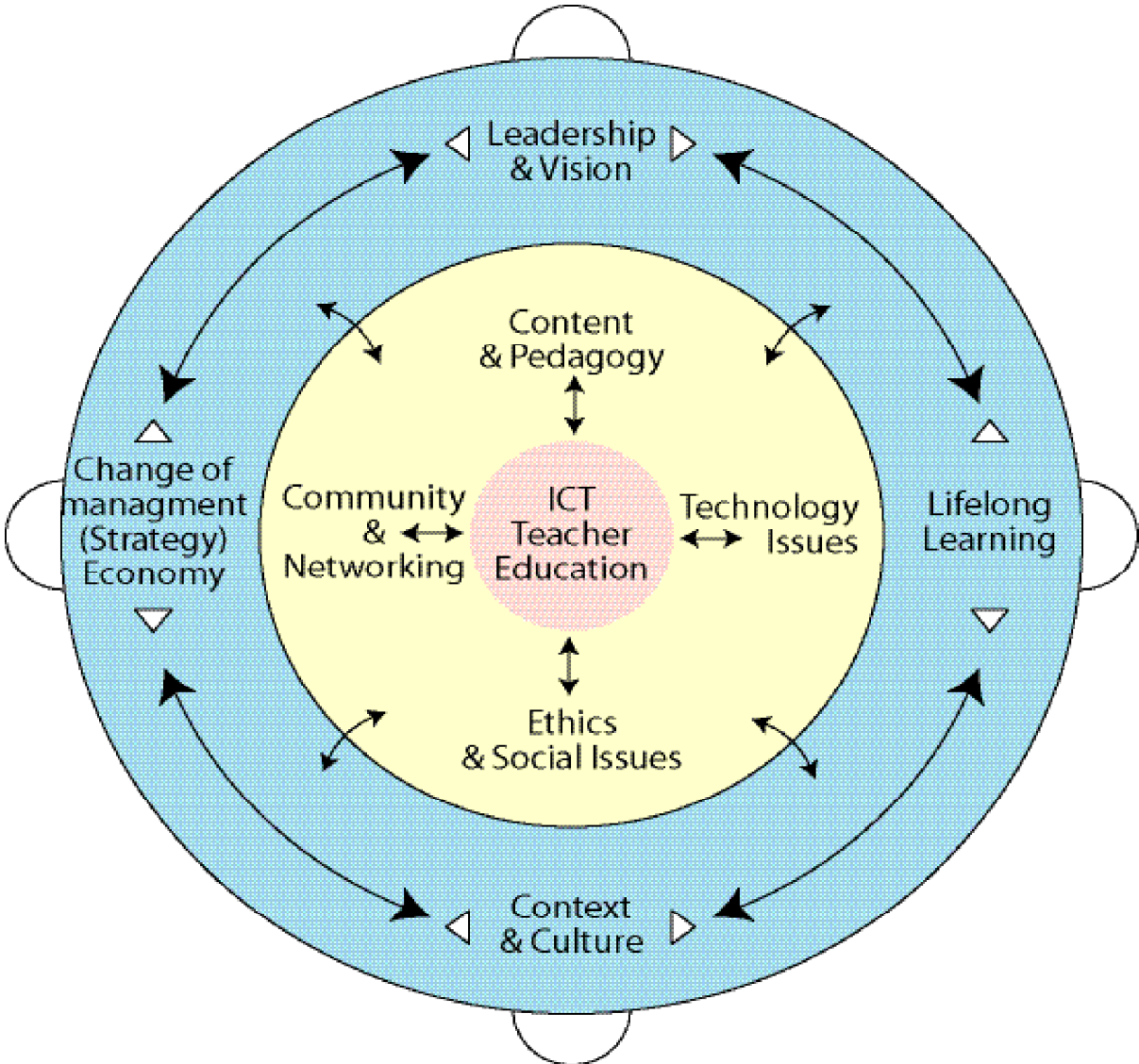
CPTIC 's WHEEL (3)

# Towards the CPTIC's WHEEL

- C oncept
- P rototype
- T hink
- I nnovate
- C ommunicate

• ..... ->>>>

CPTIC 's WHEEL



CPTIC's WHEEL

Process Issues



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Some recent recommendations.

## The Teacher as a Professional



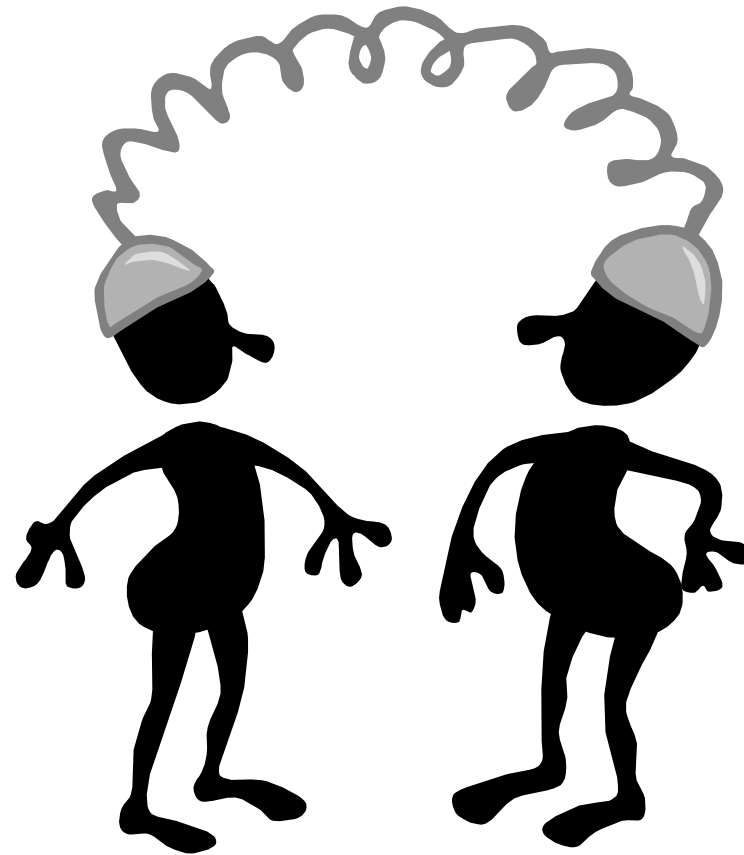
Focus Group A  
Terry Cannings    Valentina Daigiene  
Niki Davis        Deborah Goldman  
Leon Guss         Richard Hogg  
Vittorio Midori    Raymond Morel  
Paul Nicholson



# Issues

- How to improve teachers' status in society? (from craft or trade to profession)
- How to enhance the status of youth and students?
- How to complement and ensure coherence in teachers' professional knowledge & skills?
- How to develop didactic pedagogy into adaptive pedagogies?
- How to articulate & collaborate with multiple stakeholders?

# Recommendations



# There is an urgent need to...

- Develop leadership and vision with the profession, underpinned by research. This to include:
  - Planning and management of change
  - Lifelong learning
  - Within relevant contexts, cultures
- Develop appropriate ICT in Teacher education & for teachers of ICT, issues in the four areas of content & pedagogy, collaboration & networking, technical issues, social issues



# UNESCO-IFIP Youth declaration

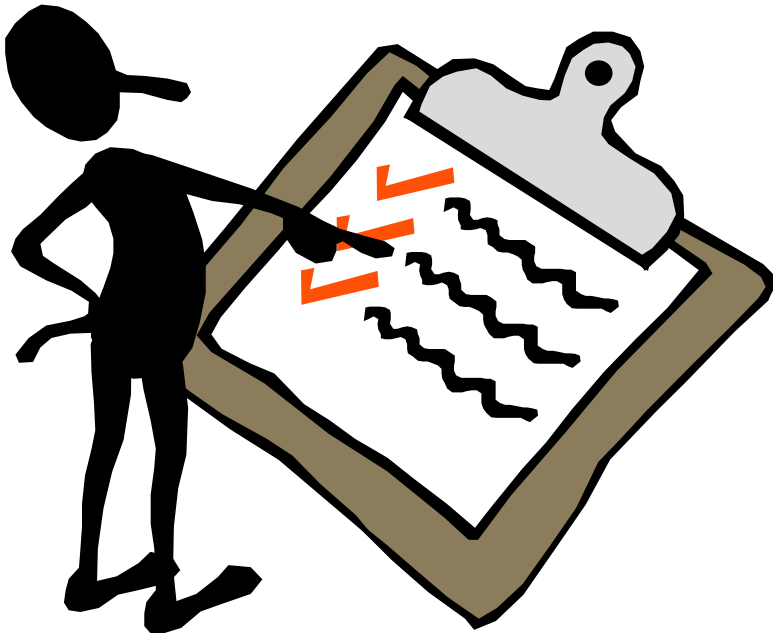
Highlight the importance to sensitise governmental authorities, national and international institutions, the private sector and the civil society about the necessity to include the development of information and communication technology infrastructures and the ICT skills for young people as a high priority in their national ICT policies and respective agendas, as well as to take proactive measures in order to encourage the formulation of policies and regulatory frameworks determining the future of the information society.

<http://www.edu.ge.ch/cptic/prospective/projets/ifip/workarea/youth/welcome.pdf>



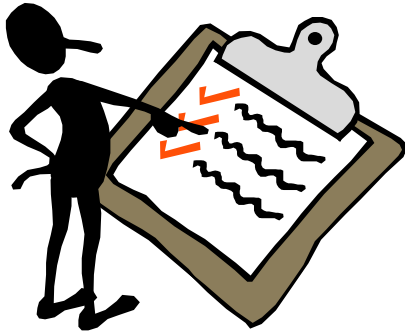
# Actions

To achieve the recommendations, actions required by IFIP and other organizations are...



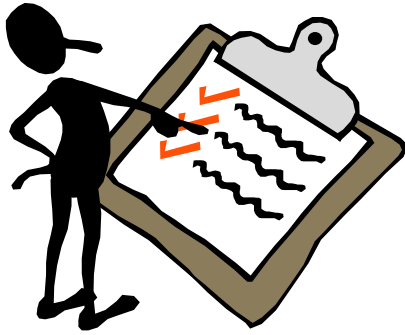
# There is an urgent need to...

- To apply UNESCO/IFIP recommendations since WCC2002
- To promote and develop communities of practice



# Actions

- To create professional associations and networks (coordination for coherence) to build and enforce international standards for their membership
- To create and implement strategies for increasing partnerships with stakeholders



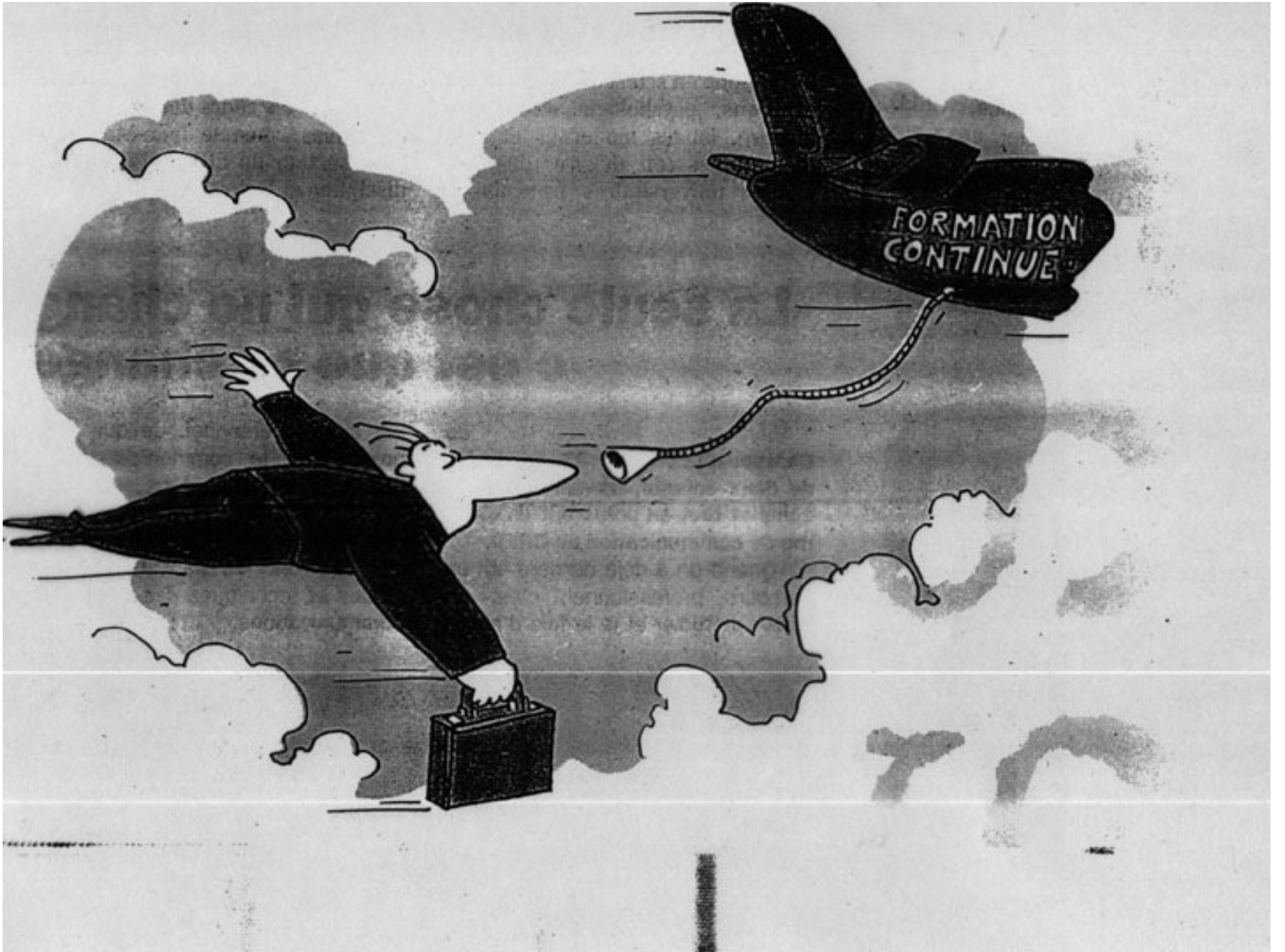
# Actions

- To implement communities of practice of early adopters/pioneer teachers (Rogers) to lead and support change
- To develop related research program(s) with appropriate research strategies
- To use the research to impact policy and practice

Process Issues



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## From F3-MITIC (1)

- **A pedagogy- and media-oriented (and not technology-oriented) process**
- **promote professional development of teachers of the teachers with capabilities** to apprehend mediatic communication phenomena.
  - MITIC (Media, image and ICT)
- **Change of paradigm : from Teaching to Learning**
- **Keep some coherence in teacher education**



From F3-MITIC (2)

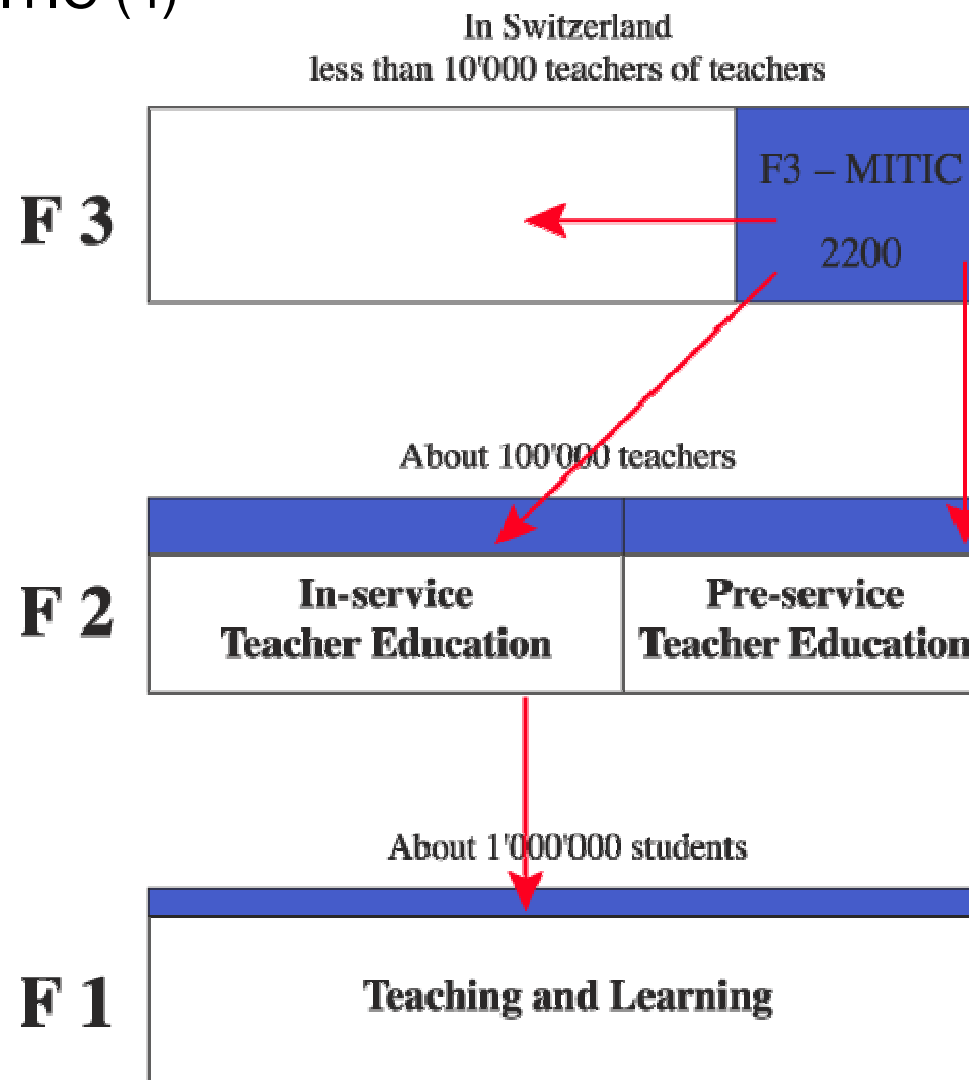
**Another grid to maintain some coherence between **students'** skills, **teachers'** competences and /or **teachers of teachers'** professional development with respect to transversal objectives and more general competences (levels F1, F2, F3 see above).**

From F3-MITIC (3)

## **F1, F2, F3 – Transversal and in network**

- To define ideas and to ease understanding let's define:
- **F1** = education received by students (independently of the levels of education)
- **F2** = initial and/or continuous teacher education received by teachers (independently of the levels of education)
- **F3** = education shared with teachers of teachers.

From F3-MITIC (4)



From F3-MITIC (5)

**Grid of transversal competencies for the different actors of an educational system**

<b>Transversal Competencies</b>	<b>F1 Students</b>	<b>F2 Pre-service Teacher Education</b>	<b>F2 In-service Teacher Education</b>	<b>F3 Teachers of Teachers in any subjects</b>	<b>F3 MITIC Teachers of Teachers for integration of MITIC in Education</b>
<b>C1 ...</b>					
<b>C2 ...</b>					
<b>...</b>					
<b>C9 ...</b>					

From F3-MITIC (6)

- The objectives of the learning path **F3-MITIC** are therefore as well as on the MITIC relating to **pedagogy** as to develop **transversal competences** at all levels of the educational system
- The needs and will to reconcile **initial and continuous education** and **pedagogical research** is always part of all the attempts most often found in the form of networks.

Towards a « communicating teacher » : some observations (1)

- 1. Initial TE vs In-service TE ? And the link with Pedagogical Research ?**
- 2. Real needs of teachers ... always asynchronous !**
- 3. Local Action vs Centralized Organization ?**
- 4. At distance vs F2F ?**
- 5. All concerned ?**

Towards a « communicating teacher » : some observations (2)

- 6. Pedagogically driven vs Technically driven**
- 7. Links with school projects and institutional objectives and priorities (Headmasters AND teachers )**
- 8. A big bottleneck : the teachers of teachers**
- 9. It 's urgent to innovate in the dispatching process of TE**
- 10. Define and encourage new competencies acquisition.**

Some general/generous principles.

- **A golden rule to use your resources**

1/4      1/2      1/4

- **A spirit for teachers AND student**

**BE a PRODUCER**

**BE a PRODUCER**  
Not only a CONSUMER

- **A more positive and dynamic attitude around WSIS  
(World Summit in the Information Society)**

**Digital divide ==> e-inclusion**



## From TE to PD for e-Learning in an e-Society

- **An agenda for SOLVING the reminding problems**

Such a plan involves obviously a series of problems to be considered and questions to be answered as soon as possible. like:

- How to further reinforce the Professional Development of Teacher Education in the direction of of the “teaching” staff ?
- For the teachers of teachers, how to implement plans to allow them to continue this evolution? How to them ? How to best use them after the F3-MITIC education (" rights and duties", "mixed" statutes - coexistence of statutes, working conditions, etc..)
- In the on-going generalisation the existence of a appears as a key factor to successfully complete the process. How to stimulate the establishment of such structures where they do not yet exist ?
- How to in the area of MITIC from the existing conditions in the field where partners are as numerous as spread-out, either at individual or institutional levels ?
- Regarding competences developed by actors of F1, F2 and F3, which would favour learning with utilisations in phase with institutional objectives and priorities ?

