"The learning individual: Towards a culture of learning based on capability and ability"

Stéphane Canonne

In 2030, Open Educational Resources will contribute to the individual's culture of learning based on demonstrated capability and ability

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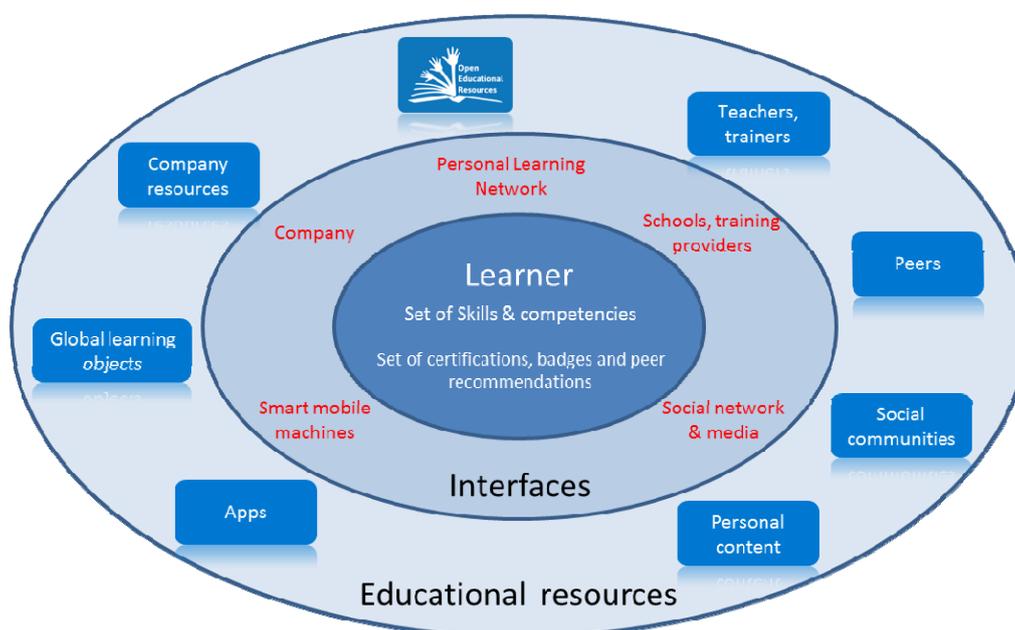
Context

Let's imagine 2030 upon what we know today:

- In a digital society, the labour ecosystem is very flexible and changes rapidly. Individuals are likely to work for a series of employers, potentially remotely and at the same time. The labour market is organised upon the "skills on demand".

- The employee performance is continuously quantified through workforce analytics system. The demonstration of capability and ability is preferred to diploma or to any etiquette.

- The knowledge is available and free. Educational contents and resources are massive. Information flows everywhere.

- Boundaries fade away : public/private, personal/professional, home/office, real/virtual, formal/informal, global/local bounds are mixed up.

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In this context, **the learner has to dedicate 20% of his time renewing his skills every year to remain employable**, striving to fit with the skills required by the labour market dynamics.

He is learning anywhere, anytime, on demand, through any channel.

He develops his own culture of learning.

Open Educational resources are just a brick of it.

Learner

Learning is learner centric, personalised. Each individual is empowered to set his own learning strategy in his ecosystem (company, social groups, schools, training providers…). He knows that this ability to organise his way of learning is essential to his professional and personal success.

Fragmented learning is preferred on a daily basis even though long time immersive learning is occasionally opted.

New skills have emerged as distinctive ones: Collaboration and social intelligence, critical thinking, creativity, adaptability, computational thinking, cross cultural communication, ability to filter information…

The learner is steadily looking for developing a distinctive set of skills and competencies to be capable of delivering specific tasks required by the labour market, and demonstrated by a list of qualifications, certifications, badges, peer recommendations and achievements.

Interfaces

Among the ocean of educational resources and information, the revolution has come from the "interfaces" that discriminate and filter the educational resources. They act as windows to learning content and experience :

- Company : corporate academies, "learning enterprise"
- Schools, training providers
- Social network / social media.
- Personal learning network (PLN), expert aggregator matching the learning objectives with the appropriate content. Ultimately, they propose learning paths.
- Smart mobile machines providing the "on time" knowledge : glasses, watches, smart phones, tablets, connected cap or shoes…

Educational resources

Open educational resources coexist among other contents:

- Company resources (corporate programs, Know-how, processes,…)
- Global learning objects - Private resources – in the cloud
- Personal content (personal learning experiments, stored information...)
- Social communities
- Peers (blogs…)
- Teachers, trainers, coaches
- Apps

- …

The OER that have survived from the last 10 years are the ones bringing a distinctive capability or ability valued by the labour market, meaning:

- High quality content

- Highly technological including new media

- Fun, dynamic, exciting and game based

- Highly collaborative, open to editing, peer to peer approaches

- Linked to "systems" assessing the individual skills. These expert assessment systems have made enormous progress since the quiz. Remote simulation, immersive test validated by neurosciences, they bring a guarantee for skill acquisition

- Globally recognized through specific certification or metrics similar to the TOIC in foreign English today or the PMP in project management

The OER material is free. However, it is built upon a "freemium" model where assessment and certification is charged.