



Western Cape
Government

Education

Techno-Social Culture

Education in the Age of Insecurity

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DCES: eLearning Directorate

2019

The Year of the

Learner

Developing a Values Mindset

“Technology is a useful servant but a dangerous master”.

Christian Louis Lange



What is the Techno-Social Culture?



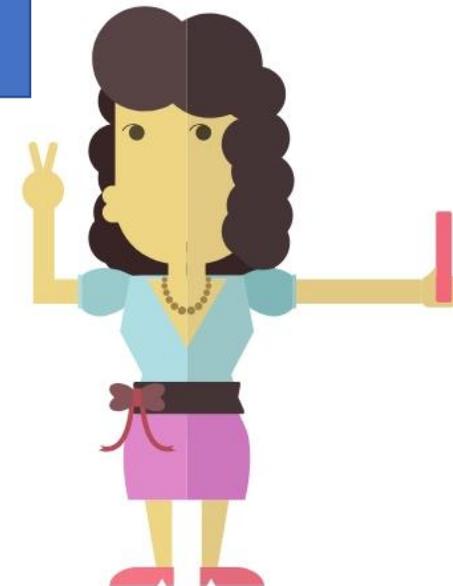
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It is the experience of the contemporary social experience; an experience which is fundamentally integrated into a deeply technologically mediated world. The contemporary social and cultural experience is shaped by the relationship between technologies and sociality. This is about how technological interaction and the use of communication technologies shape social interactions.



The techno-social culture is largely determined by our current Knowledge Economy



Techno-Social Culture

characteristics



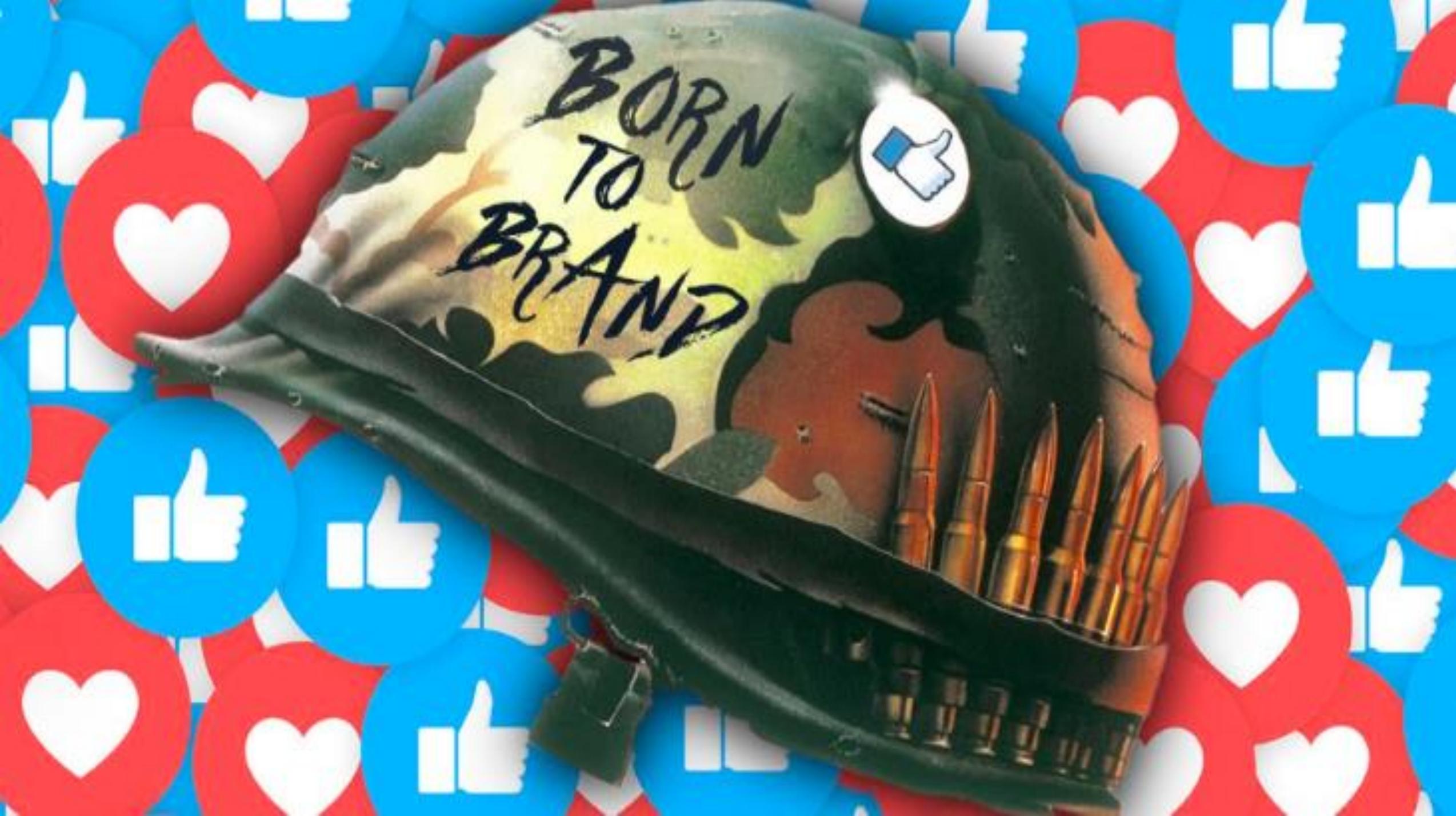
**The War
for Attention**



**Democratized
Storytelling**



**Obsession
with Image**



BORN
TO
BRAND



The Cyberspace is a breeding ground for mutations. Real-world behaviour migrates there and escalates or accelerates. This can sometimes have serious implications in the real world.

**- Dr Mary Aiken
Cyber Psychologist**



The Knowledge Economy stimulates growth, economic prosperity of humanity but its relentless pursuit of profit and self-interest also strains the fragments of social order. Like the Techno-Social culture:

- *The war for attention*
- *Democratizing storytelling*
- *Obsession with image and capitalizes on human interest*

Therefore the Knowledge Economy can be a force of creative destruction and we need to build our schools into **KNOWLEDGE SOCIETIES.**





Knowledge Economy VERSUS Knowledge Society

The **knowledge economy** is a system of consumption and production that is based on intellectual capital. It typically represents a large component of all **economic** activity in developed countries.

Versus

Knowledge Society

A new **society** formed as a result of the contemporary societal change pushed by technological innovation and institutional transformation, which is not only about technological innovations, but also about human beings, their personal growth and their individual creativity, experience and participation in the generation of **knowledge**. The primary role of the **knowledge society** is to ensure that their **knowledge** sources are passed on and advanced by each generation.



Knowledge Society is stimulated and driven by:

Ingenuity

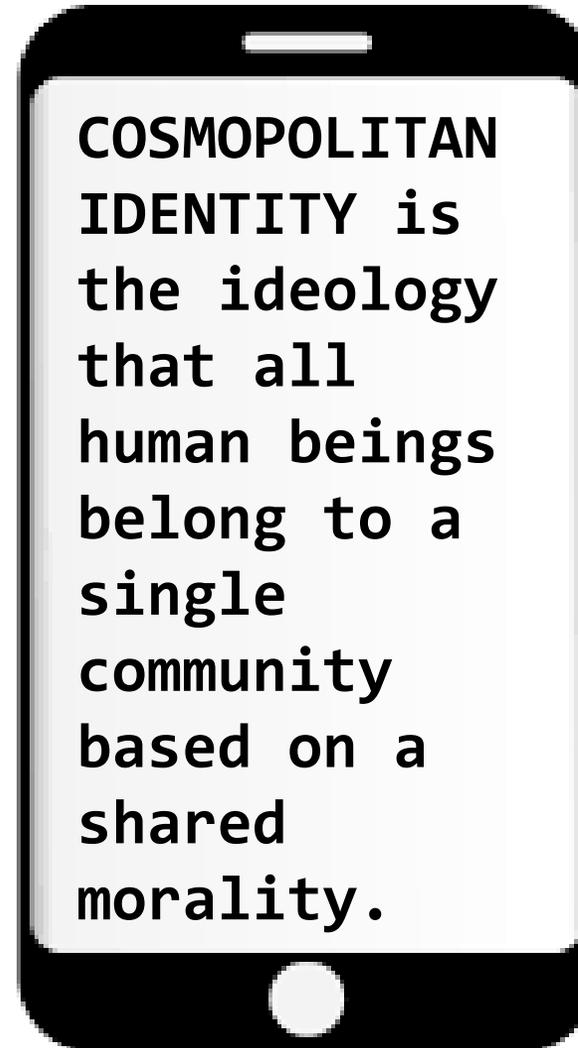
Creativity

**The Values
of a
Knowledge
Society**

COMPASSION

COMMUNITY

COSMOPOLITAN
IDENTITY





6 C's

Creativity

Critical Thinking

Communication

Collaboration

Computational Thinking

Curiosity

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Developing a Values Mindset

3 Broad purposes for education

- To instil the quality STEAMAC skills needed to meet the needs of our ever-more-technological society
- **To instil the civic and ethical understanding that will allow human beings to wield these powerful technologies with wisdom, perspective and due regard for the well-being of others.**
- To find much more creative and compelling ways to meet these first two needs across a far wide range of ages and life situations.



Like



Love



Haha



Wow



Sad



Angry

Objectives of a Knowledge Society

- To inspire and enable individuals to develop their capability to the highest potential level throughout life, so they can grow intellectually, be well equipped for work, can contribute effectively to society and enjoy active personal fulfilment.
- To increase knowledge and understanding for their application at local, provincial, national level.
- To play a major role in shaping a democratic, civilized and intellectual society.
- To promote the exchange of ideas for the development of the knowledge society and merge joint activities devoted to the future development of life support systems.
- To learn, evaluate, assess and validate economic, environmental, social and technological advancement to produce benefits based on the knowledge society.
- To develop transliterate and transnational mindsets in the youth

The Knowledge society is a learning society.

We must teach for the Knowledge Society



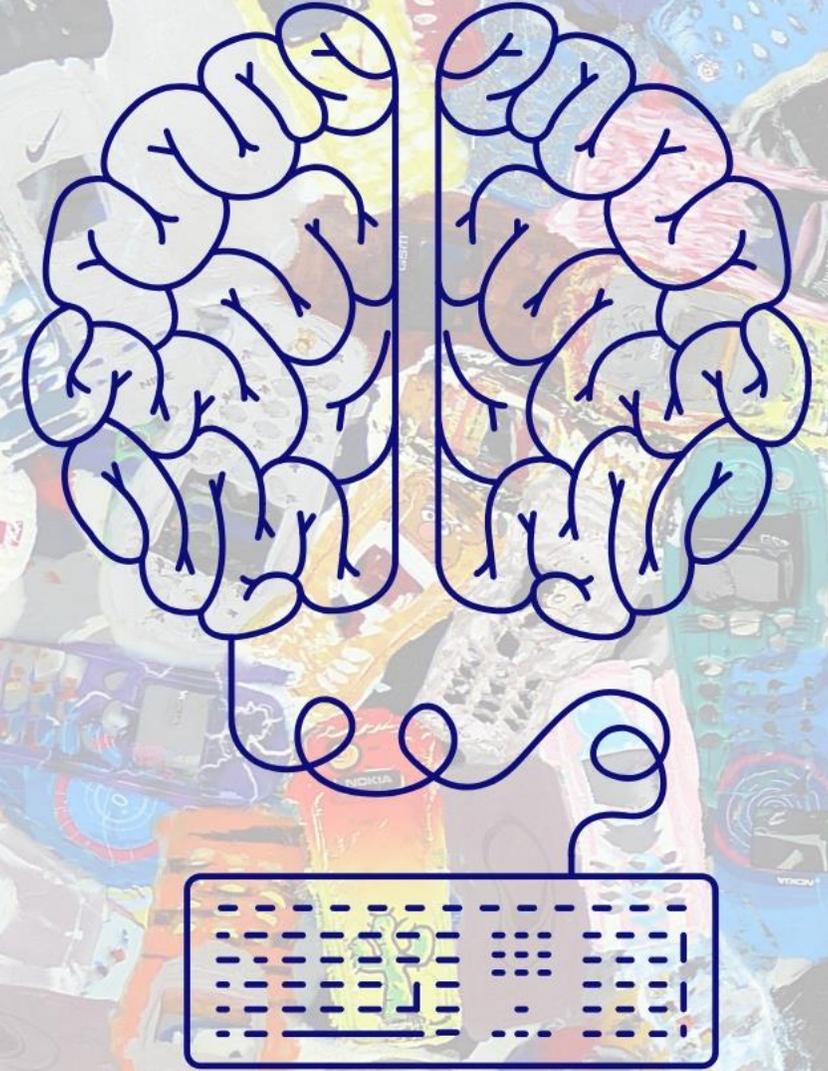


School management has to empower:

- Personal learning and development as well as professional learning
- Working with colleagues in long-term groups and short-term teams such as Personalized Learning Networks and professional learning communities
- Opportunities to teach (and learn) in other contexts, co-teaching and cross-curricular teaching
- commitment to and continually engaging in pursuing, upgrading, self-monitoring, reflecting and reviewing their own professional learning

Schools need to outweigh the social destruction that may come with globalization and knowledge economy by building **KNOWLEDGE SOCIETIES**:

- Teach values, dispositions and sense of global responsibility
- Developing values and emotional intelligence
- Emphasizing social, emotional and cognitive learning
- Building commitments to group life and collaborative learning
- Cultivating a cosmopolitan identity that shows tolerance of others, genuine curiosity and multi-cultural learning and responsibility.
- Create cyber agents, empowering heroic intent in online user behaviour and content creation





CATALYSTS
COUNTERPARTS
CASUALTIES

TEACHING FOR THE KNOWLEDGE SOCIETY:

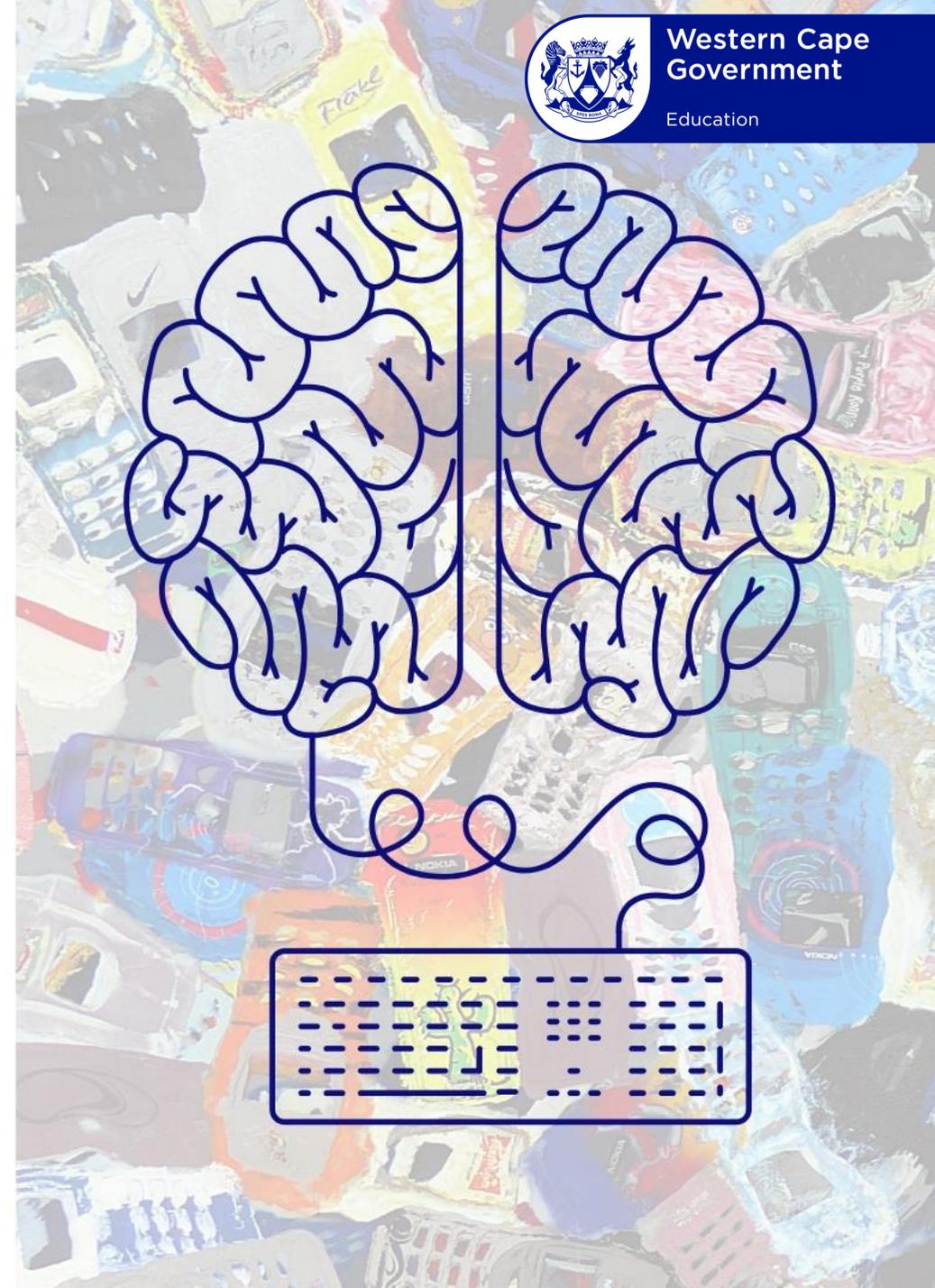
Teachers thus will find themselves caught in a triangle of competing interests and imperatives:

- To be **catalysts** of the knowledge society and all the opportunity and prosperity it promises to bring;
- To be **counterpoints** for the knowledge society and its threats to inclusiveness, security and public life;
- To be **casualties** of the knowledge society in a world where escalating expectations for education are being met with standardized solutions provided at minimum cost.



Teachers who are catalysts of the knowledge society must build a new professionalism where they:

- **Promote deep cognitive learning;**
- **Learn to teach in ways they were not taught;**
- **Commit to continuous professional learning;**
- **Work and learn in collegial teams;**
- **Treat parents as partners in learning;**
- **Develop and draw on collective intelligence;**
- **Build a capacity for change and risk; and**
- **Foster trust in processes.**





New approaches to learning necessitate new approaches to teaching.

These include:

- Teaching that emphasizes higher-order thinking skills,
- metacognition (thinking about thinking),
- constructivist approaches to learning and understanding,
- brain-based learning,
- cooperative learning strategies,
- multiple intelligences and different “habits of mind,”
- employing a wide range of assessment techniques,
- and using computer-based and other information technology that enables students to gain access to information independently.



Schools that are learning organizations for everyone build the capacity to develop the essentials of collective intelligence. Collective intelligence involves a transformation in the way we think about human capability.





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Thank you

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