



### III. PROJECT RESULTS

In time for the ICALT 2012 European project track the TEL-Map project will have published their first results and will be able to give their answer to questions like

- What are the future technologies and developments in the field of technology-enhanced learning in a 10-20 year time horizon?
- Which are different needs for future solutions across the globe?
- How can we arrange global strategic partnerships to those challenges?

In the following we report some intermediary results from public deliverables in pipeline. The Report on Scenarios for TEL Futures [3] is collecting and analysing the views of the future held by other foresight projects in Europe and international. Lesson learnt is that to convince people of the potential benefits of futures thinking takes time but is time well spent. One project found it necessary to gain a deep understanding of the stakeholders' needs and help them see how the process contributes to achieve their goal. Another project addressed the ethical challenges of long term futures work, e.g., defining the objective to be to challenge assumptions rather than to produce "predictions", keeping in mind that the future is not defined by its technologies.

The TEL-Map scenarios will emerge towards the end of the project. However, a first version of a Higher Education scenario is reported [3], which in the United Kingdom version is played out within a quadrant defined by the two axis, Organisational mono vs. Organisational hetero, capturing the differentiation of universities; and F2F preference to TEL vs. Online preference, capturing the student demand. In the quadrants this gives the Traditional University, the Oxbridge model, the De-Campus model and the new OERu, P2Pu, Udacity, etc.

Another TEL-Map report analyses socio-economic developments relevant to emerging new learning paradigms [4]. Weak signals are analysed together with expert opinions to identify these new paradigms. Looking at the blog scene, this report states that what is believed to be broadly representative TEL-relevant blogs in English neglect economic, legal and political matters. "Even when these topics were detected, the content of the post rarely made a connection to education or training even though this is where the centre of gravity of the blog lay" [4]. In practice, as far as the TEL related blog sphere concerns, it therefore seems that the "ethical" point made that education is not about technology is not taken up by the most active member of the TEL community.

Via text-mining and analysis the following weak signals were derived from the TEL "blog-sphere" [4]:

#### **Economic:**

- increased student loans/debt
- the relationship between technical and non-technical innovation/revolution and economic factors (education and training may need re-orientation)
- youth unemployment and protest
- new perspective on "open source" (open source is no longer limited to software)

#### **Legal:**

- international copyright

#### **Political:**

- social capital and political bias ("social capital beneficial for knowledge sharing")
- undesirable consequences of corporatisation of higher education

#### **Social:**

- leadership theory in crisis
- emerging globalisation and mediatization of education policy
- playing games and brain development

What interpretation these weak signals will have for the future of TEL will be elaborated in further reports from the project. In the meantime, these signals can serve as seeds for a further and focussed discussion, the ultimate objective of foresights activities. The [www.learningfrontiers.eu](http://www.learningfrontiers.eu) portal is one forum offered for such discussions.

### IV. CONCLUSION

The project presentation of TEL-Map at ICALT 2012 will provide a balanced insight on technological and pedagogical developments as well as rigorous studies on future trends. It will initiate a collaboration process on shaping the future of technology enhanced learning as the floor is still open to participate in the foresight activities through the online tools developed by the project.

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### V. REFERENCES

- [1] TEL-Map, <http://www.learningfrontiers.eu/TEL-MAP/?q=project>
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- [3] TEL-Map (2012). D3.1 Report on Scenarios for TEL Futures, to be published at [www.telmap.org](http://www.telmap.org)
- [4] TEL-Map (2012). D4.1 Report on socio-economic developments most relevant to emerging new learning paradigms, to be published at [www.telmap.org](http://www.telmap.org)