



FORECAST

5.0

NAVIGATING THE FUTURE OF LEARNING

A DISCUSSION GUIDE

for District, School and Classroom Leaders

We are experiencing major societal shifts driven by exponential advancement in digital technologies. These shifts will impact education over the next decade and beyond. How might we respond to this rapid change to ensure that every student gets the education and support they deserve and that our communities thrive in the future?

KnowledgeWorks' fifth comprehensive future forecast, *Navigating the Future of Learning*, seeks to chart potential future courses for education by identifying key drivers of change shaping learning and suggesting what they could mean – as well as how education stakeholders might begin to respond today.

This discussion guide is intended to help you explore and engage with future possibilities. After reading the forecast, use these questions to support your own individual reflection on the content or use them as the basis of conversation among colleagues who have also read the forecast.

FIRST RESPONSES

1. What stands out for you as being exciting or as presenting possible challenges?
2. Which aspects of the forecast seem most relevant to your context?
3. Which aspects of the forecast seem potentially far away today but important for the future?

DRIVERS OF CHANGE

1. Given the changes described in the forecast, what practices, roles and structures might be necessary to support your students and communities through this time of transition? Which of those are already in place, and which would need to be put in place?
2. What opportunities and challenges might the spread of artificial intelligence, machine learning, data analytics and other digital technologies present for your students, school, district and communities?
3. How might those tools impact students after they move on to further learning or work?
4. What unintended consequences might the drivers of change present, and what safeguards might need to be put in place to ensure that all students within your learning community can succeed?
5. How might you prepare learners to find meaning and build social connections in an evolving world?

PROVOCATIONS FOR THE FUTURE OF LEARNING

1. Which provocations for the future of learning seem most relevant for your learning community to consider?
2. What other possibilities for the future beyond those found in the forecast might exist given the changes on the horizon?
3. How might you leverage existing or potential relationships with community stakeholders (including individuals, organizations, institutions and government) or connect with community efforts and assets in ways that enhance student learning and encourage authentic community engagement?
4. What metrics of success currently exist within your learning community? Do they place enough emphasis on social-emotional skills, well-being and other attributes that you value for your students' futures? If not, how might you adjust them?
5. What are your current approaches to using student data and incorporating new technologies? Do they support student ownership and agency? If not, how might you adjust them?
6. In what ways are students', communities' and educators' voices incorporated into your current decision-making? How might those groups be more involved and, where appropriate, lead efforts to shape the future?

RESPONDING TO THE CHANGING LANDSCAPE

1. Which responses to the changing landscape described in this section of the forecast feel most urgent for your learning community? Are any of the strategic actions already underway, or do any of them seem attainable as next steps?
2. What other strategies or actions might be necessary to respond to change and to proactively shape the future of learning in your community?
3. Where might you need to change your practice or incentives to bridge the gaps between today's approaches and future needs?
4. How might you continue this conversation with other stakeholders? Who should be part of that conversation?
5. What do you see as your next steps in engaging with the future of learning?

Download or order hard copies of *Navigating the Future of Learning* and related materials at <https://knowledgeworks.org/forecast5/>.

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it is ours to create.*


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FORECAST

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NAVIGATING THE FUTURE OF LEARNING

A DISCUSSION GUIDE

for Higher Education Administrators, Faculty and Staff

We are experiencing major societal shifts driven by exponential advancement in digital technologies. These shifts will impact education over the next decade and beyond. How might we respond to this rapid change to ensure that every student gets the education and support they deserve and that our communities thrive in the future?

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This discussion guide is intended to help you explore and engage with future possibilities. After reading the forecast, use these questions to support your own individual reflection on the content or use them as the basis of conversation among colleagues who have also read the forecast.

FIRST RESPONSES

1. What stands out for you as being exciting or as presenting possible challenges?
2. Which aspects of the forecast seem most relevant to your context?
3. Which aspects of this forecast seem potentially far away today but important for the future?

DRIVERS OF CHANGE

1. Given the changes described in the forecast, what practices, programs, roles and structures might be necessary to support your students and communities (or students who do not currently attend your institution but who could represent new markets) through this time of transition? Which of those are already in place, and which would need to be put in place?
2. What opportunities and challenges might the spread of artificial intelligence, machine learning, data analytics and other digital technologies present for your students, institution, board of trustees and other stakeholders?
3. How might those tools impact students after they move on to further learning and work?
4. What kind of culture would you like your institution to have in light of the way the world is changing? What might you and others do to foster that culture?
5. What unintended consequences might the drivers of change present, and what safeguards might need to be put in place to ensure that all students who attend your institution can succeed?
6. How might you prepare students to find meaning and build social connections in an evolving world?

PROVOCATIONS FOR THE FUTURE OF LEARNING

1. Which provocations for the future of learning seem most relevant for your institution to consider?
2. What other possibilities for the future beyond those found in the forecast might exist given the changes on the horizon?
3. How might you leverage existing or potential relationships with organizations and companies or connect with community efforts and assets in ways that enhance student learning, prepare students for work and encourage authentic engagement with the world beyond your institution's physical or virtual walls?
4. What metrics of success currently exist within your institution? Do they place enough emphasis on social-emotional skills, well-being and other attributes that you value for your students' futures? If not, how might you adjust them?
5. What are your current approaches to student data and incorporating new technologies? Do they support student ownership and agency? If not, how might you adjust them?
6. In what ways are students', faculty's, staff's and communities' voices incorporated into your current decision making? How might these groups be involved and, where appropriate, lead efforts to shape the future?

RESPONDING TO THE CHANGING LANDSCAPE

1. Which responses to the changing landscape described in this section of the forecast feel most urgent for your institution? Are any of the strategic actions already underway, or are any of them attainable as next steps?
2. What other strategies or actions might be necessary to respond to change and to proactively shape the future of learning at your institution?
3. Where might you need to change your programs, practices or incentives to bridge the gaps between today's approaches and future needs?
4. How might you continue this conversation with other stakeholders? Who should be part of that conversation?
5. What do you see as your next steps in engaging with the future of learning?

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FORECAST

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NAVIGATING THE FUTURE OF LEARNING

A DISCUSSION GUIDE

for Education Thought Leaders and Changemakers

We are experiencing major societal shifts driven by exponential advancement in digital technologies. These shifts will impact education over the next decade and beyond. How might we respond to this rapid change to ensure that every student gets the education and support they deserve and that our communities thrive in the future?

KnowledgeWorks' fifth comprehensive future forecast, *Navigating the Future of Learning*, seeks to chart potential future courses for education by identifying key drivers of change shaping learning and suggesting what they could mean – as well as how education stakeholders might begin to respond today.

This discussion guide is intended to help you explore and engage with future possibilities. After reading the forecast, use these questions to support your own individual reflection on the content or use them as the basis of conversation among colleagues who have also read the forecast.

FIRST RESPONSES

1. What stands out for you as being exciting or as presenting possible challenges?
2. Which aspects of the forecast seem most relevant to your context?
3. Which aspects of this forecast seem potentially far away today but important for the future?

DRIVERS OF CHANGE

1. How does your work relate to the changes described in the forecast? In what ways do the drivers of change reinforce your current approaches, and in what ways might they suggest the need for new ones?
2. How might the distinction between education reform and transformation shift?
3. What opportunities and challenges might the spread of artificial intelligence, machine learning, data analytics and other digital technologies present for your stakeholders and your mission?
4. How might those tools impact students after they move on to further learning or work?
5. How might the structures supporting education, such as accountability frameworks, data infrastructure and credentialing, need to shift to enable education to prepare all learners for the changing landscape?
6. What unintended consequences might the drivers of change present, and what safeguards might need to be put in place to ensure that all students can succeed?
7. How might education organizations and other groups supporting youth prepare them to find meaning and build social connections in an evolving world?
8. What issues or blind spots might you need to surface for your stakeholders to help them prepare for the future?

PROVOCATIONS FOR THE FUTURE OF LEARNING

1. Which provocations for the future of learning are most relevant for your stakeholders to consider?
2. What other possibilities for the future beyond those found in the forecast might exist given the changes on the horizon?
3. How might you be able to connect schools, other places of learning and learners with organizations, efforts, relationships and other assets that exist in your broader community, region or sphere of influence to enhance student learning and encourage authentic community engagement?
4. What metrics of success do you use and encourage learning communities to use? Do these metrics of success place enough emphasis on social-emotional skills, well-being and other attributes that you value for students' futures? If not, how might you adjust them?
5. What education technologies do you support and encourage others to use? Do those technologies support student ownership and agency? If not, how might you adjust them?
6. In what ways are students', communities' and educators' voices incorporated into your current decision making? How might those groups be more involved and, where appropriate, lead efforts to shape the future?

RESPONDING TO THE CHANGING LANDSCAPE

1. Which responses to the changing landscape described in this section of the forecast seem most urgent for your work? Are you or your partners already taking some of these strategic actions, or do any of them seem attainable as next steps?
2. What other strategies or actions might be necessary for you or your stakeholders to respond to change and to proactively shape the future of learning?
3. Where might you need to change your activities and the expectations you set for others to bridge the gaps between today's educational approaches and future needs?
4. How might you continue this conversation with other stakeholders? Who should be part of that conversation?
5. What do you see as your next steps in engaging with the future of learning?

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