



Photo from central Tel Aviv

Opening up the field

LEARNING COMMUNITIES and GAMEFICATION

The microphysics of change
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We will talk a lot about learning communities the next decades!
We see more and more clearly that real change will need to link to the entire community, to new partnerships, new learning approaches and new inclusion initiatives...

A learning community can be an incubator for entrepreneurship, innovation and new mentalities of initiative.

A learning community can be the fertile soil and the constructive platform for changes in and between public, private and social bodies and accomplish much more than isolated innovation.

Numerous local and global learning communities initiatives are launched these days, and more will see the daylight.

However, even the most qualified and promising learning community strategies are in great danger of using well-known, traditional and safety-first methodologies that might have worked well in the past, but do not match the learning community challenges of the future.

When television was invented, it was used as a radio with pictures. Later, television found its own form, its own discourse and profile.

It's always like that!
New media and new communication is always used in the light or darkness of the past.

The same is happening to learning communities. Traditional approaches, deeply rooted in centuries of industrial mentality, are mobilized to bring about community changes.

Of course, this means that the outcomes of such approaches will be limited, albeit in some cases useful and constructive.

Learning communities are missioned with changing the microphysics of people and organisations, and mentality in particular. Changing traditional mentality with traditional approaches might road-block itself.

New approaches to the change process of communities are therefore needed. Approaches that go beyond traditional methods, even traditional empowerment methods. Approaches able to work at microphysical level, as traditional behaviour should precisely be addressed at these levels: changing mentality, feelings, self-images, roles, perspectives and visions.



The new approaches to developing learning communities should include:

- > Holistic approaches to people and organisations as living organisms
- > Bring together art, science and business
- > Provide mental change processes through active story-telling
- > Foster personal and organisational missions and epics
- > Organize learning processes as community quests
- > Allow extreme unfolding of talents among citizens and organisations
- > ... And many other things...

The great and growing world of serious digital games has fostered a new general approach to change that includes many of these innovations: gamification is now seen as a social method, a community didactic, and a means to micro-physical change of mentality and behaviour.

Not that learning communities will come about by playing digital games. Rather that the world of serious games and gamification, including its discourse and way to organize learning as quest and exploration, offers a general didactic to developing learning communities, and especially to mentality change.

Learning community processes can be gamificated - offering new and non-traditional ways of organizing change and initiative.

The concept of gamification does not imply simulation. On the contrary, the didactics of gamification works in real time with real life problems through the infrastructures of the community.

It captures the CEO of the bank as well as the public servant. All of a sudden they are part of the same mission - perhaps for the first time ever.

Gamification could offer a language and a didactic for developing learning community structures, based on community missions, story-telling and mentality change.

Who wants to join such experiments in Europe from 2014-30?

Graffiti from Tel Aviv-Yafo

