'Schools and/or Screens'

Scenarios for the **digitalisation of education** in Norway

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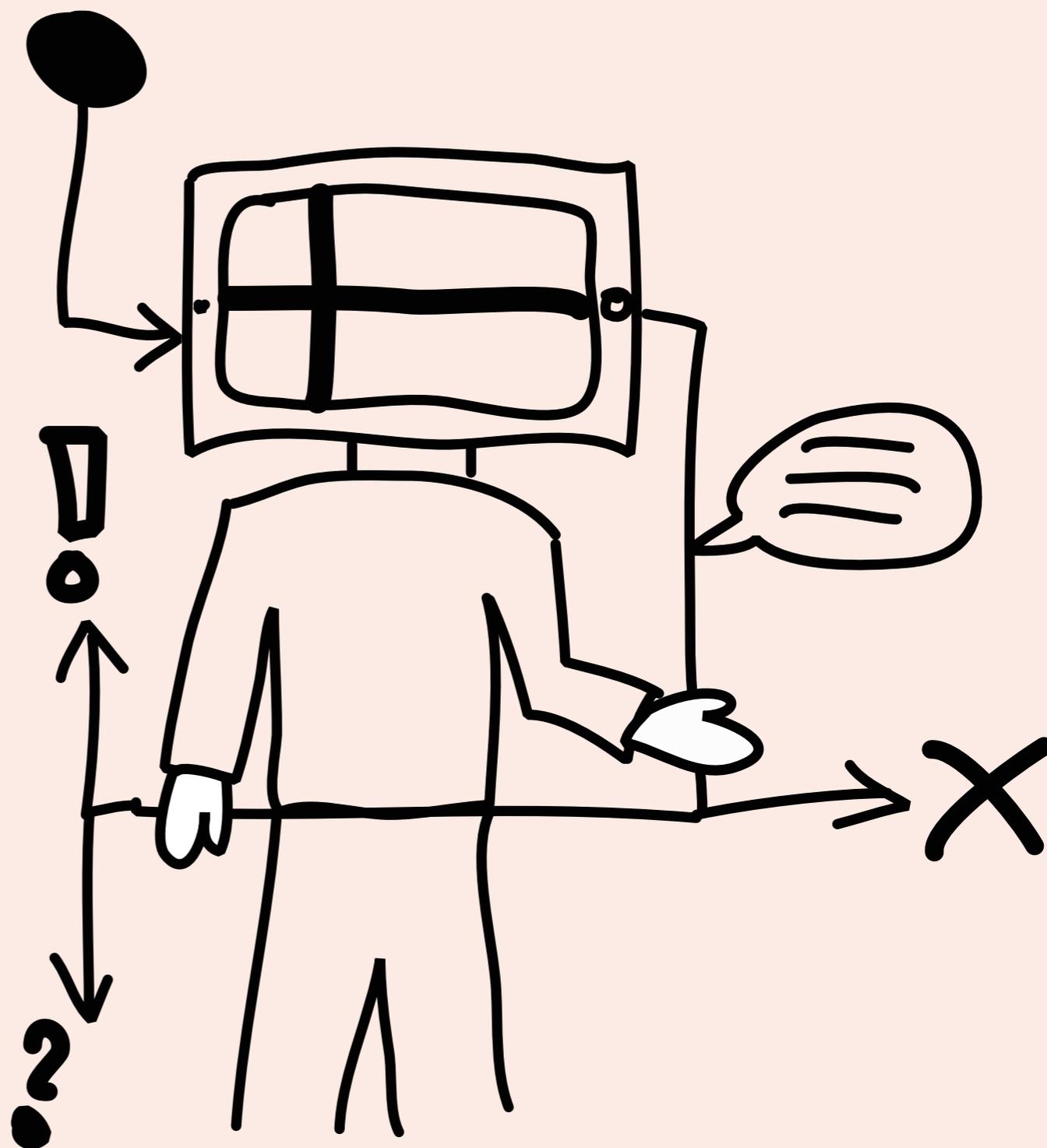
What is scenario planning?

- A **foresight** method exploring **plausibility** not prediction

- A scenario is "**good**" if it **challenges** assumptions and **informs** strategic decisions

- Scenarios **don't have to come to pass** in order to be **useful**

- Scenarios explore **more distant futures** to provide **perspective** on potential consequences & outcomes, and the range of **potential responses**

Scenario workshop

28 October 2019

University researchers, educators, government officials, public and private sector organisations with interests in the intersection of education, youth, and technology

Generate future contexts for the digitalisation of education in Norway

Inspire, challenge, and support the selection of **future research directions** in Media & Communications at University of Oslo

Scenario workshop

Oxford Scenario Planning Approach

- Scenarios built around **school headteachers** as **key decisionmakers** in education

- **3 scenarios** iterated twice by groups of participants

- Scenarios further iterated and **elaborated** by facilitator

How to use these scenarios

- **What challenges and opportunities** would exist if these futures were to arrive? How might the Norwegian education sector need to adapt?

- **How would people in each scenario judge** the decisions that Norwegian education stakeholders are currently making?

- **Which potential futures are too uncomfortable** for Norway's education sector to think about, and why?

- **Stepping back from the currently accepted vision** of Norway's education future, how could Norwegian education stakeholders **think differently** about what comes next? What **opportunities** might be revealed?

Three visions of education in 2050

- **Stories** of parents, teachers, and young people in education 30 years from now

- **Analysis** explaining the trends and factors underpinning each world

- **Key questions** identifying issues which the scenarios highlight in the present day

- **Commentary** from University of Oslo and external respondent Dr. Philippa Collin

# Three visions of education in 2050

- **Barnet som måtte vokse opp**
  Children and young people raise themselves in a climate-ravaged world, using digitalised education to meet the needs of a new values-led globalism

- **Norway Prime**
  In a materially comfortable but corporate-dominated world, children's health is the battleground between parents and institutions

- **Make Norway Great Again**
  Norway in catastrophic decline turns to the far-right, and teachers must take on new roles around conflict resolution

"Barnet som måtte vokse opp"
(The child that needed to grow up)

- Stavanger in 2050 - **Catastrophic climate change** has led to a **new world order**

- **14 year old Anna** walks to the Library to teach young children using virtual Moomins

- Schools have been replaced by digitally enabled **self-directed learning**

- Teenage years are now more like being a **university student**
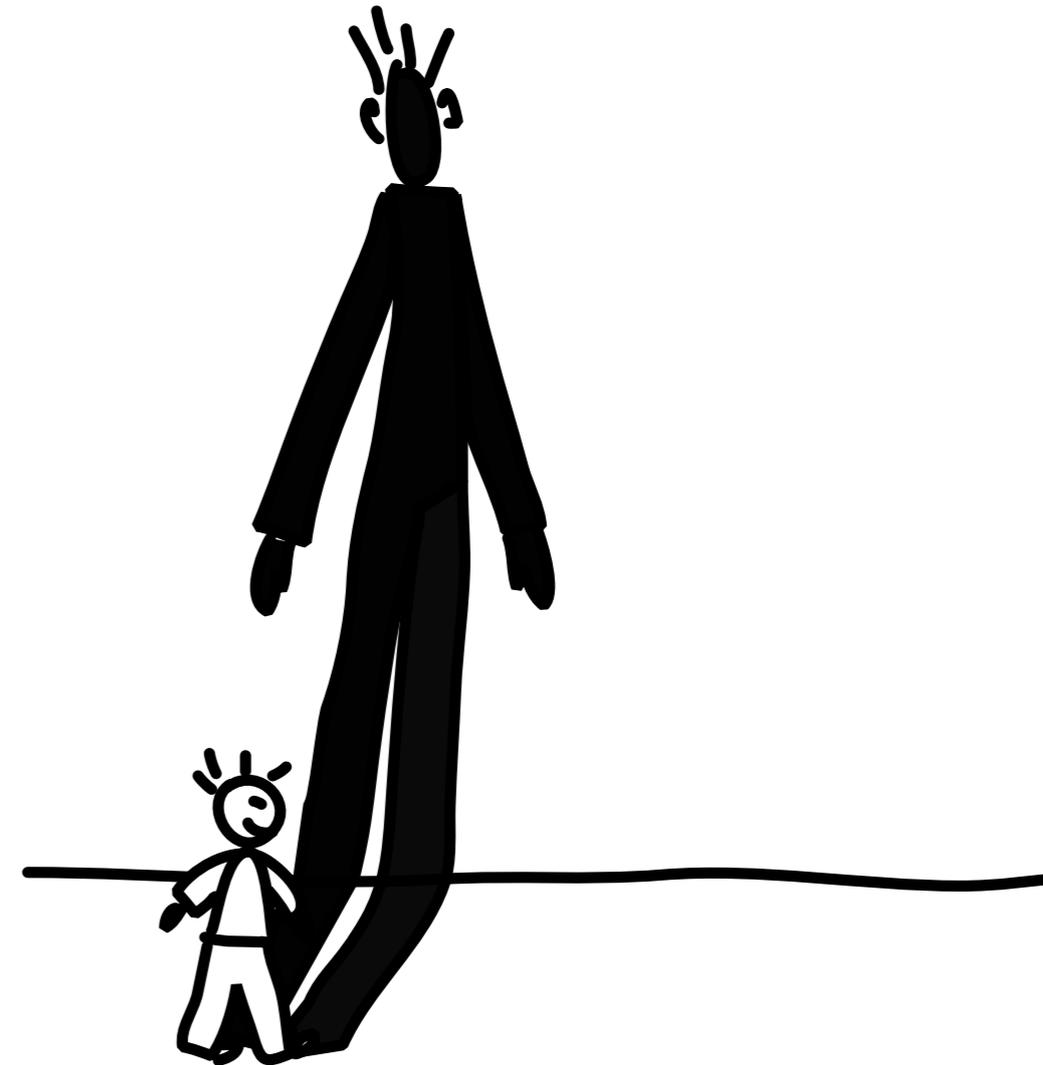
Scenario A

"Barnet som måtte vokse opp"
# (The child that needed to grow up)

- The **Norwegian social model** is considered a strategic element of global sustainability

- The increased independence and responsibility of teenagers has led to a **blurring of the line between adulthood and adolescence**

- This world is **materially tough** - people work hard to survive the effects of climate crisis - but **morally and socially liberal**

Scenario B
"Norway Prime"

- Oslo in 2050 - **Corporate power is ascendant**

- Knowledge workers serve **corporate communities** which have effectively replaced the nation-state

- Data-driven **machine intelligence** supervises us at home and work

- **Every aspect of education is tailored** to meet future social needs

- This world is materially comfortable but **democracy is vestigial**
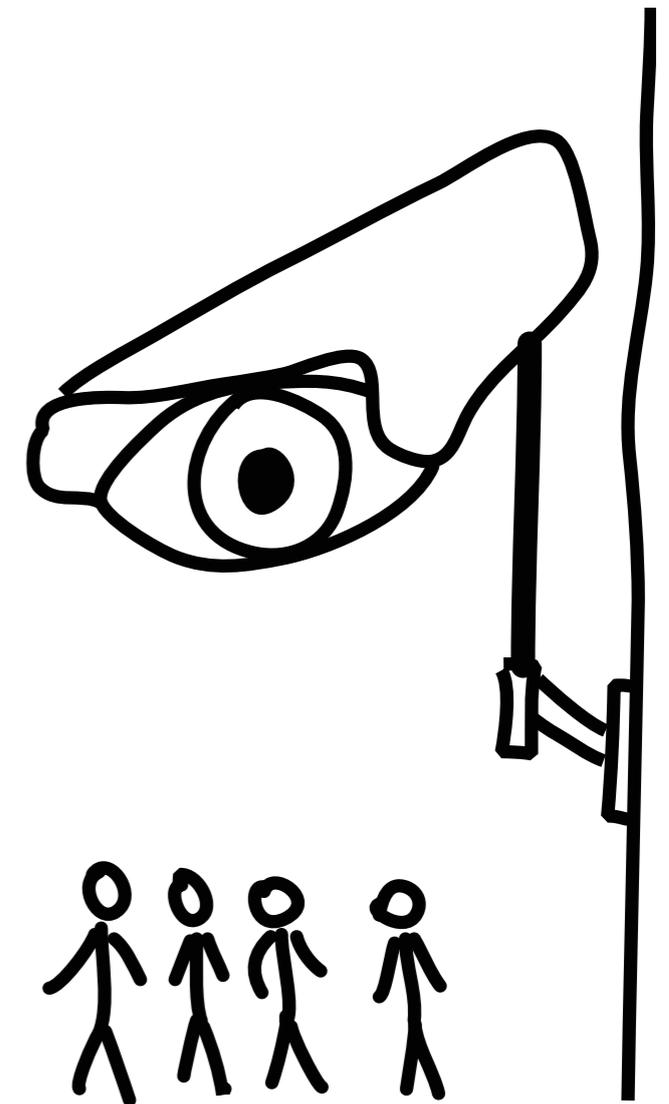
"Norway Prime"

- **Hoda and her partner Berit** are preparing for a parents' meeting about her son Abdulahi

- He is being prepared to manage an autonomous logistics fleet via **telepresence**

- Hoda and Berit are **monitored and rated for their parenting skills** according to established criteria

- There is a **moral panic developing around children's health care** - do parents know best, or does the algorithm?

"Make Norway Great Again"

- Oslo, 2050 - The climate crisis and a financial scandal have caused **a shocking end to Norway's wealth**

- Norway is dominated by **far-right politics** and **decline** of its prosperity

- The government invests in **policing** and expects schools to reflect their **values**

- **Underfunded** schools now take on duties which resemble **social work**
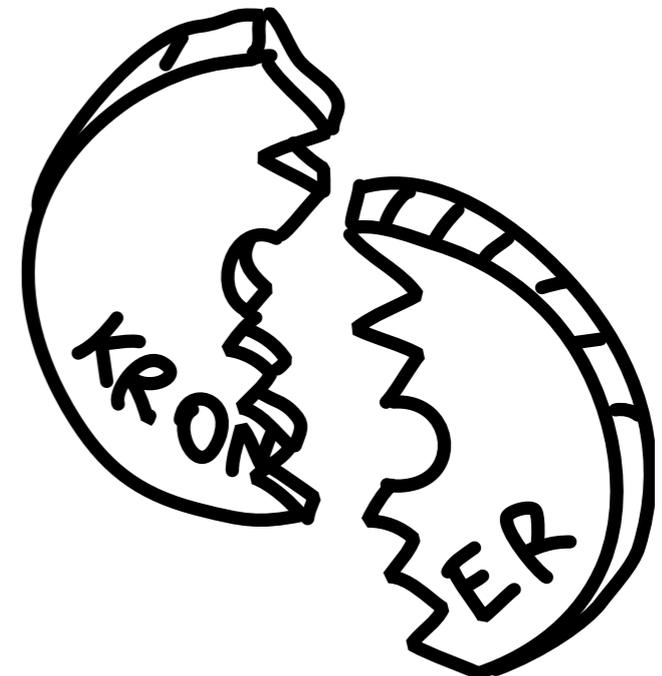
Scenario C
"Make Norway Great Again"

- Schoolteacher Hanne secretly checks progressive political media but **fears being monitored**

- She prepares to use a mandated **"Peace Process"** to address a gang conflict in her high school

- The language of **"restorative justice"** is used and teachers are directed to focus on interpersonal relations

- The media focuses on **Nordic culture, national pride, and fear** of immigrants

What next?

- What **new perspectives** are created by these scenarios?

- What present-day issues are **highlighted** by these plausible futures?

- How would **today's institutions** look in this world? How would they have to evolve?

- How would people in these futures **judge our choices** in the present day?

- How could we **adjust our strategies** to address these issues?

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See more or get in touch at
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