Much of education today is still rooted in the material-age of information (think libraries and filing cabinets). Students come to class to gain access to information. We will call this Education 1.0. However, just like every other facet of life, the Digital Revolution is changing the purpose of old institutions. Students now have access to infinite amounts of information. So just like the Web 1.0 evolved to Web 2.0, so too must Education.

Education 2.0 is defined by the use of the technology and social elements of Web 2.0 in the existing Education 1.0 classroom. Think Substitution versus Redefinition of the SAMR Model [SAMR Model Blogpost](#). Even though we are upgrading our product (instruction), we are not revolutionizing it. Education 3.0 takes the next step to Revolution (capital “R”) of instruction, and subsequently to learning. But what does this look like? Check out the graph above to see a side-by-side comparison of Education 1.0/2.0/3.0 or read the White Paper it was taken from [here](#).

Another place to look for Education 3.0 is Sugata Mitra’s Self Organized Learning Environments, spoken about previously on this blog [SOLEs](#).

### Table 1: Educational generations in higher education

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Education 1.0</th>
<th>Education 2.0</th>
<th>Education 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary role of professor</td>
<td>Source of knowledge</td>
<td>Guide and source of knowledge</td>
<td>Orchestrator of collaborative knowledge creation</td>
</tr>
<tr>
<td>Content arrangements</td>
<td>Traditional copyright materials</td>
<td>Copyright and free/open educational resources for students within discipline, sometimes across institutions</td>
<td>Free/open educational resources created and reused by students across multiple institutions, disciplines, nations, supplemented by original materials created for them</td>
</tr>
<tr>
<td>Learning activities</td>
<td>Traditional essays, assignments, tests, some groupwork within classroom</td>
<td>Traditional assignment approaches transferred to more open technologies; increasing collaboration in learning activities; still largely confined to institutional and classroom boundaries</td>
<td>Open, flexible learning activities that focus on creating room for student creativity; social networking outside traditional boundaries of discipline, institution, nation</td>
</tr>
<tr>
<td>Institutional arrangements</td>
<td>Campus-based with fixed boundaries between institutions, teaching, assessment, and accreditation provided by one institution</td>
<td>Increasing (also international) collaboration between universities; still one-to-one affiliation between students and universities</td>
<td>Loose institutional affiliations and relations; entry of new institutions that provide higher education services; regional and institutional boundaries broken down</td>
</tr>
<tr>
<td>Student behavior</td>
<td>Largely passive absorptive</td>
<td>Passive to active, emerging sense of ownership of the education process</td>
<td>Active, strong sense of ownership of own education, co-creation of resources and opportunities, active choice</td>
</tr>
<tr>
<td>Technology</td>
<td>E-learning enabled through an electronic learning management system and limited to participation within one institution</td>
<td>E-learning collaborations involving other universities, largely within the confines of learning management systems but integrating other applications</td>
<td>E-learning driven from the perspective of personal distributed learning environments; consisting of a portfolio of applications</td>
</tr>
</tbody>
</table>

### Moving learning to the next “Point-oh”

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**Redefinition**

Tech allows for the creation of new tasks, previously inconceivable

**Modification**

Tech allows for significant task redesign

**Augmentation**

Tech acts as a direct tool substitute, with functional improvement

**Substitution**

Tech acts as a direct tool substitute, with no functional change

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**Learning 1.0**

- Passive
- Individual
- Teacher, Social, Collaborative
- Performance, Social, Community

**Learning 2.0**

- Active
- Group
- Networked, Multi-Media, Multi-Disciplinary
- Tolerance, Flexibility, Rhizome

**Learning 3.0**

- Transformative
- Networked, Multi-Media, Multi-Disciplinary
- Networked, Multi-Media, Multi-Disciplinary
- Community, the Curriculum

**Theories**

- Behaviorist, Cognitive, Social Constructivist, Constructivist, Multicultural

**Data Capture**

- 15 Directors
- 25 Backward Design, Top, Market Technologies
- 35 Biographies, Extended Marker Techniques