

LEARNING IN LIMINAL SPACES

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NETWORK MEDIA FACILITATE MIXED REALITIES

Personal-Informal-Professional networks boundaries have become fluid (Gensollen, 2007)

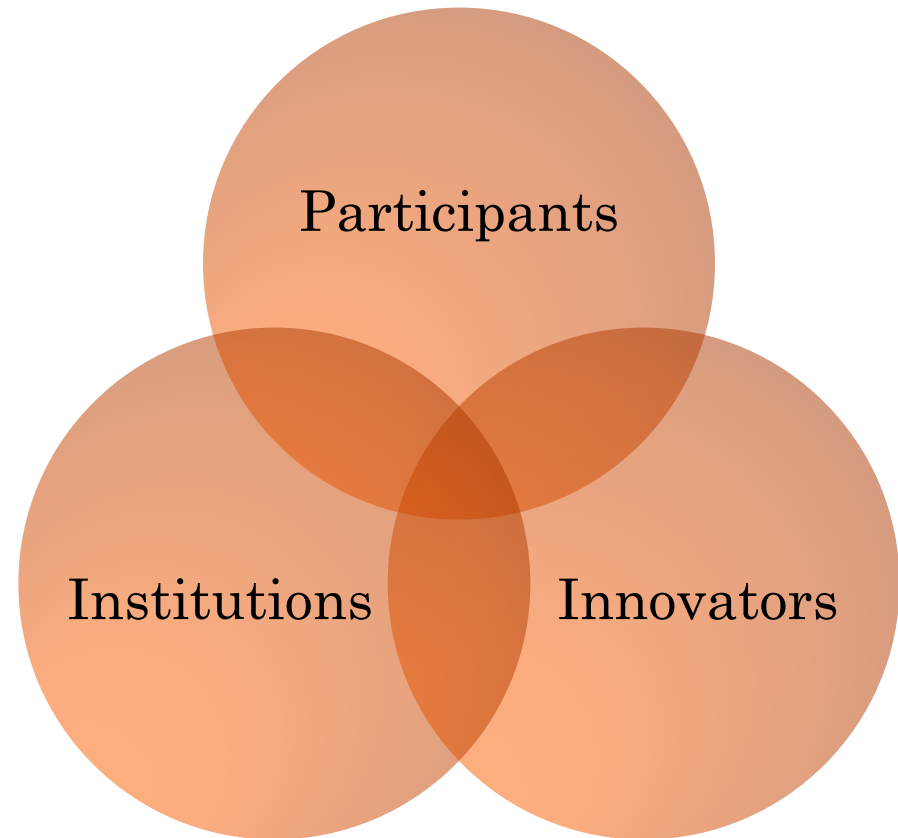
→ creates hybrid social innovations that blend:

1. **Activities:** Informal, formal, cultural, professional
2. **Economies:** Product– Services- Gift - Reputation.
3. **Social organizational models :** Hierarchical – Networked -Self-organizing Communities.



SOCIO-CONSTRUCTIONIST INNOVATION FRAMEWORK

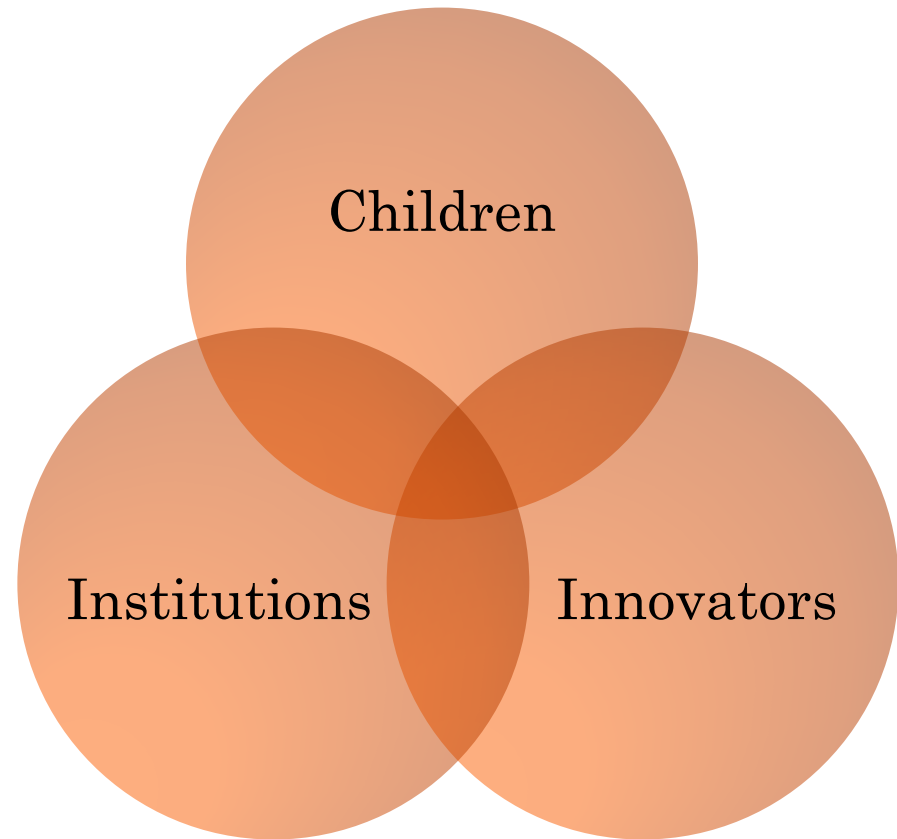
New industrial models focus on creating platforms for **users entrepreneurs** (Shah and Tripsas, 2007) who create their **own social reality** and **influence institutions** (Berger and Luckmann, 1966)



CHILDREN AS SOCIAL AND CULTURAL INNOVATORS

Children are potentially producing **tomorrow's social, economic and industrial Innovations. (OLPC, Sony games)**

To be an innovator, children need to be autonomous learners.



LAYERS TO AUTONOMY SCAFFOLDING WHICH IS SOCIAL CONTEXT DEPENDENT

- **Physical/informal connection to making**
(individual)
 - Activities of interest
- **Learning traditional social norms**
 - Family/information/social/making/professional norms
 - i.e. lecture, home life, youtube
- **Experimenting with norms**
 - Experimenting with transforming norms to one's own purpose
 - Making a project/testing new hypothesis
- **Reflecting upon actions**
- **Mindfulness (reflecting while making)**



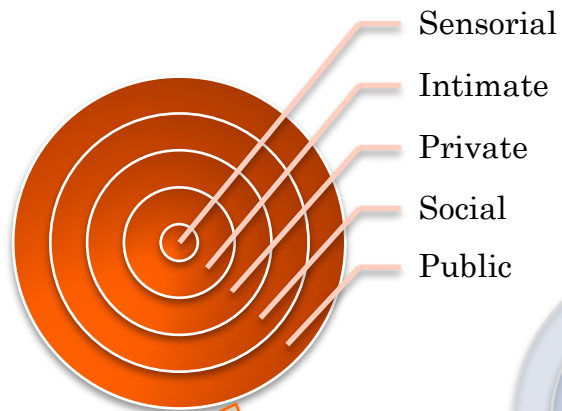
WHICH SOCIAL NORMS INFLUENCE CHILDREN'S CULTURE?

- We know children and youth incorporate DIY and Social Media in their social lives.
- We know children are becoming hackers.
- We know that humanistic and corporate logics can both be at play in DIY as an emerging practice.
- **How can we ascertain which norms are going to animate their activities?**

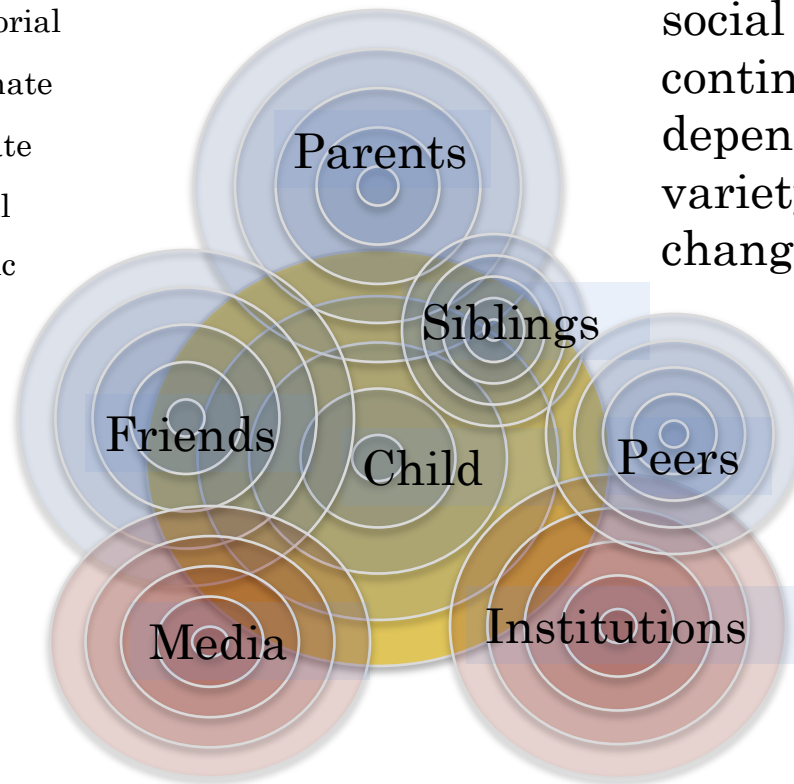


CHILDREN EXIST IN MULTIPLE SOCIAL CONTEXTS

Children's social contexts form a complex ecosystem in a state of dynamic flux. The dominant social norms continuously morph depending on a variety of every changing factors.



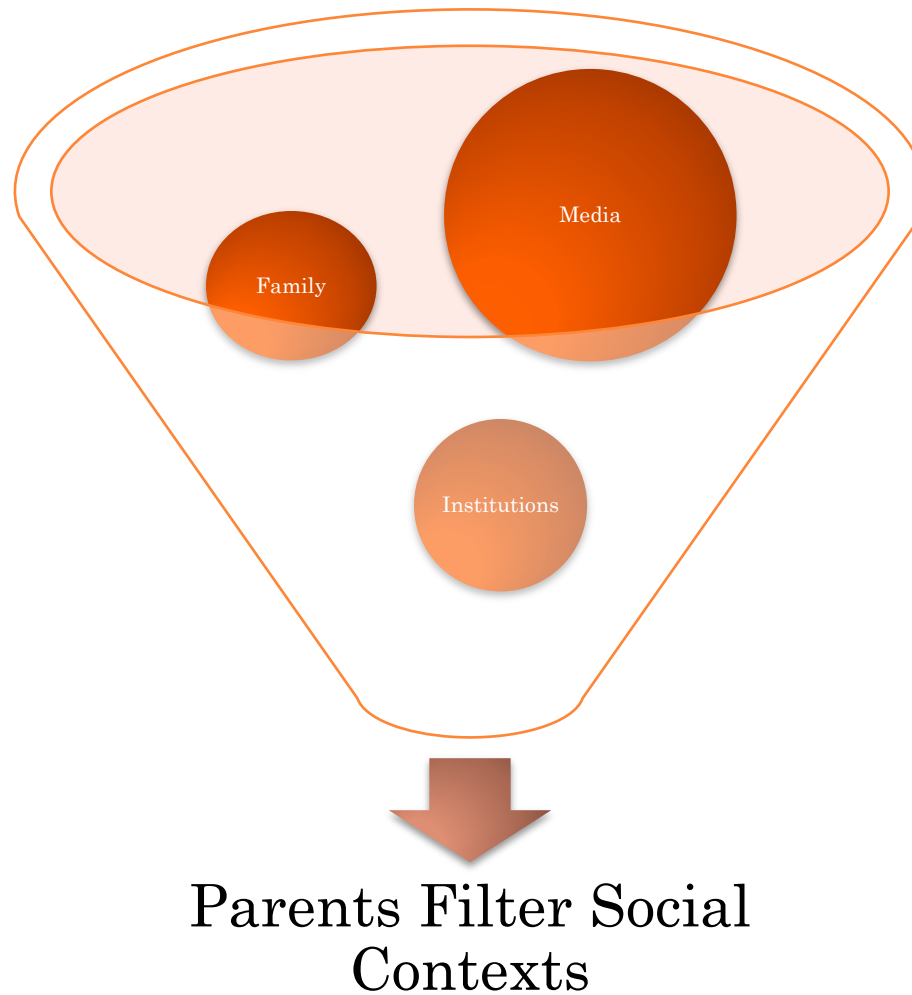
Social Relationships have dimensions*

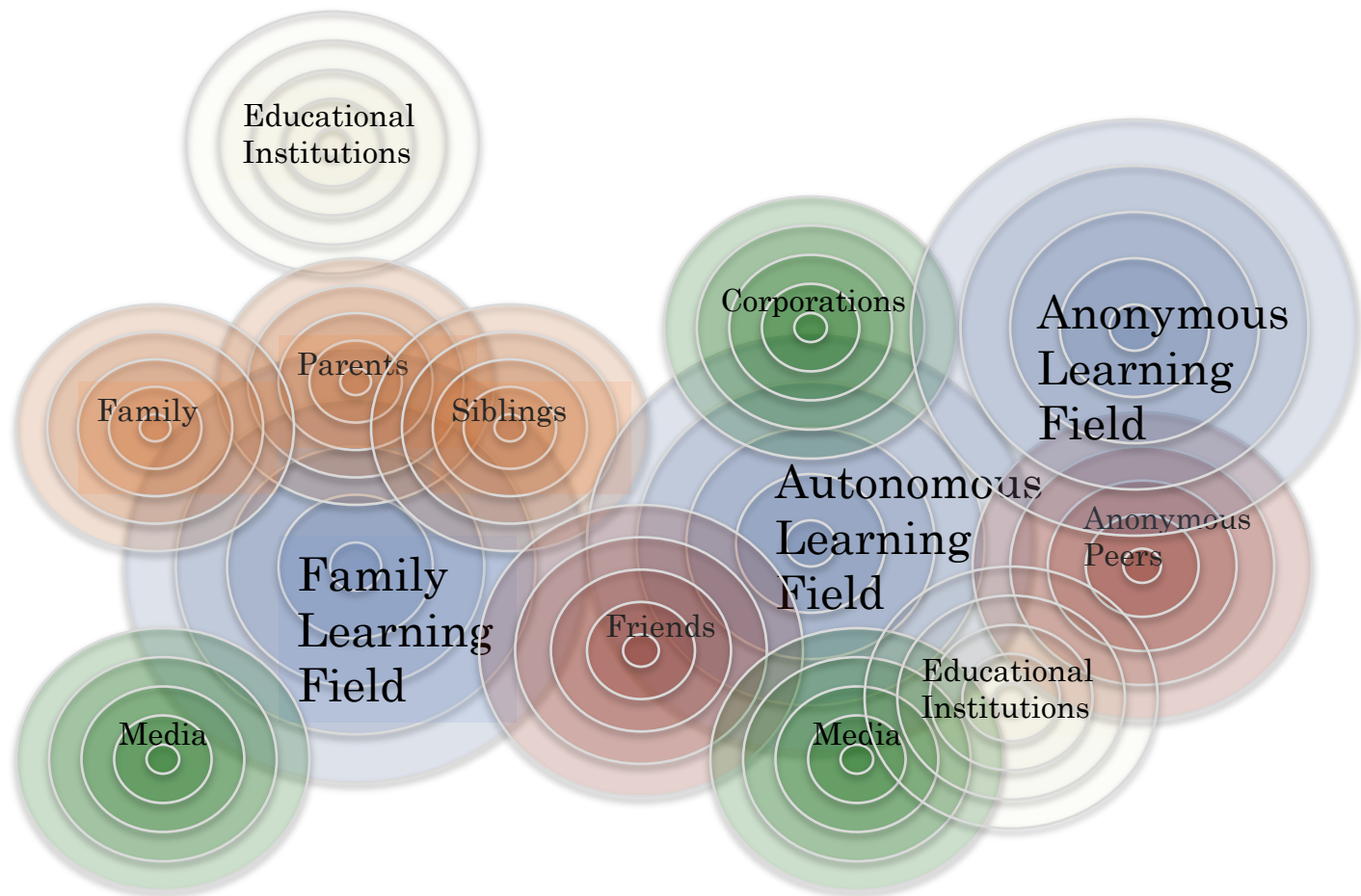


Adaptation of E. T. Hall "Proxemics Model".

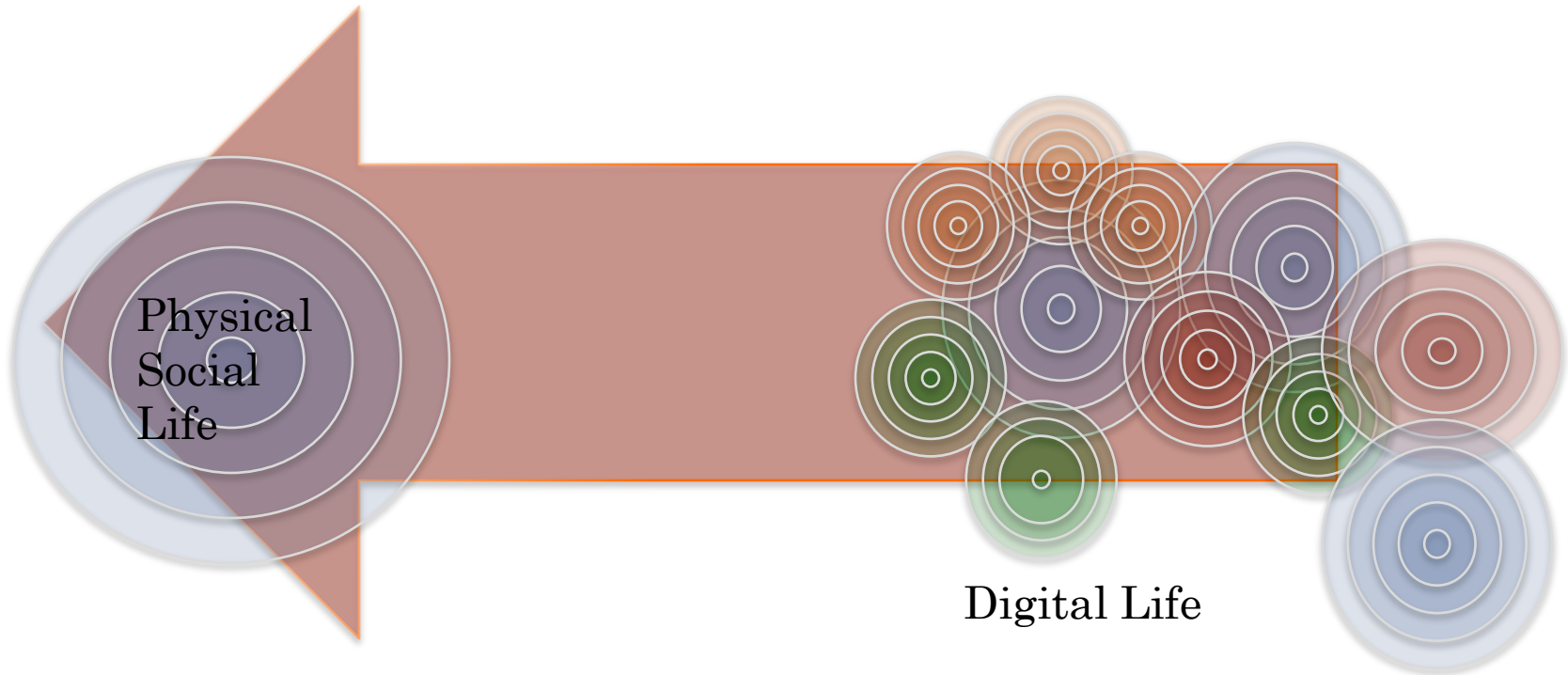


IN THE PHYSICAL WORLD





DIGITAL SPACE IS A SEMI-PERMEABLE MEMBRANE



- Children use in real life activities knowledge developed on how to make things in digital space.
- They discover new products/ideas, explore different cultures in digital which then influence there physical social activities.
- They co-construct cultural artifacts which are often tied to corporate culture.



LIMINAL SPACES CONTAIN MULTIPLE CAPITALIST FRAMEWORKS

Model	Classic	Humanist	Entrepreneurial
Social Life	Competition	Collaboration/reciprocity	Coo-petition
Control	Corporation	Collectives	Individuals
Hierarchy	Top-Down	Communities of practices	Communities of interests
Worker	Passive human	Autonomous thinker brings experience back to an institution	Hyper Autonomous in a social network



Adapted from Boltanski & Chappellio, 2001

AUTONOMY MEANS DIFFERENT THINGS

Capitalism	Classic	Humanistic	Entrepreneurial
Autonomy	<p>Limited.</p> <p>Able to perform a task.</p> <p>Individual is free to choose how to better his/her human capital but within an institutional Value system.</p>	<p>Self-Awareness.</p> <p>Individual is a bricoleur who innovates.</p> <p>Creative, curious, outside Institutions boundaries.</p> <p>Participate to bettering society.</p>	<p>Hyper-autonomous producer.</p> <p>Auto-controlled individuals are part of a new decentralized liberalist framework.</p> <p>Self-control in action and thoughts and values. Able of self-adaptation to evolve corporate culture.</p>



CONCLUSION: BARRIERS AND DANGERS

- Educational Institutions and parents remain focused on 19th Century Taylorist Approach to knowledge production and innovation.
- Educators/Parents are potentially no longer the main filter for social norms acquisition nor reflection.
- Children can find communities to reflect on activities other than institutions or parents. Such as peers and anonymous communities of interest.
- Corporations through media can offer very attractive production tools and already dominate children gaming activities.
- Given no laws and ethics around social media and children activities, marketers are invading these spaces.
- Children can find communities to reflect on activities other than institutions or parents. Will this create a cultural barrier between generations?

