

Lee Ackerman's ETEC 524 Flight Plan  
Assignment #1  
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UBC

I first found programming in Grade 7. The personal computer was new to everyone and the idea of creating my own video games pulled me toward computers and programming. Like most folks I started with BASIC, but before long I was trying to rewrite binary code from Compute! magazine - failing (it never compiled!), but always willing to give it a try as I imagined the possibilities that awaited. Perhaps it was my calling, passion or just techno-optimism - but I had found an area that was fun, interesting and worthy of time. At that point (and for many years to follow) I had no idea that it could lead to a career.

The transition between those early days and my current career at times seemed to follow a roundabout route. However, with reflection and a bit of perspective I've seen that my calling and passion was more than just the bits and bytes. Initially, I informally helped others with software design and development through organizing lunch and learn sessions and mentoring. Later on, the cosmos intervened and I found myself in roles focused on education, enablement and evangelism - creating courses and teaching. And for good measure, mentors helped me to grow and stretch - gaining an understanding of the value and impact that could be had by coming out from behind the keyboard. This led to writing articles, presenting at conferences, participating in research and projects that crossed organizational boundaries and looking for ways to impact across the industry.

At this point in my career, I have many years invested in learning, educating and growing - all focused on creating learning organizations and the critical impact of culture, mindset and technology. And while I don't have the answers (yet), I think I'm on the trail of having the right questions.

In the description for this assignment there's reference to becoming a "...digital-age teaching professional...." I'm not sure that is my goal. Teaching is part of what I do - however, I see that as one part of a bigger effort as an enterprise innovation coach which includes many roles including: teacher, facilitator, mentor, counselor, systems thinker, design thinker, and technologist. I'm a fan of Peter Senge who offers:

"The tools and ideas presented in this book are for destroying the illusion that the world is created of separate, unrelated forces. When we give up this illusion—we can then build 'learning organizations,' organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 2006, p.3).

Similarly, I'm influenced and inspired by Frederic Laloux's work on organizational culture: "I no longer believe that we need to design and shape organizations in the way we design machines and buildings—objectively, from the outside" (Laloux, 2014, p.159). A third ingredient is the work of Jay Galbraith and his Star Model which recognizes the interdependent elements that need to be aligned as change is introduced into an organization (with goals of impacting behaviour and culture).

My goal is to build these organizations that encourage learning, experimentation, failing forward, and creativity. There's an old quote from the CEO of HP that says "If only HP knew what HP knows" (Sieloff, 1999, p. 1). If we fail to share within and amongst one another within an organization, how will the organization be able to take advantage of the opportunity to learn

from the larger ecosystem in which they operate? Such scenarios become even more pressing as the size of the organization increases and the workers more distributed.

Last semester, Dr. Vogt introduced “tribology” to my vocabulary and thinking. How can the work I do reduce the friction associated with learning? How can it overcome the challenges associated with legacy thinking? How can it overcome distributed learners? How can it overcome a focus only on the fires of the day? How can it overcome the sheer scale needed to move the needle in large organizations? How can we flatten the organizational structure both in terms of executing and learning? How can we expedite finding the right combinations of people, knowledge and opportunity?

It's with these questions in mind that I turn to the topics for this course. I'm particularly interested in learning more about:

1. MOOC technology and interaction. More specifically, an academy (blended | flipped | virtual) type delivery model that includes a combination of synchronous and asynchronous interactions.
2. Simulations and games within business settings.
3. Mobile / Social: I'd expect that there are updated versions of Metcalfe's Law that further highlight the power of the mobile / social network. This should be further represented in the co-constructive model of learning within an enterprise.

In each of these cases, I'm hoping to find ways to reach the upper level of the SAMR model. To paraphrase Henry Ford, I'm looking to avoid just introducing a “faster typewriter.”

## References

Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage in human consciousness*. Nelson Parker.

Redecker, C., & Johannessen, Ø. (2013). Changing assessment—Towards a new assessment paradigm using ICT. *European Journal of Education*, 48(1), 79-96.

Senge, P. M. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Broadway Business.

Sieloff, C. G. (1999). “If only HP knew what HP knows”: the roots of knowledge management at Hewlett-Packard. *Journal of Knowledge management*, 3(1), 47-53.