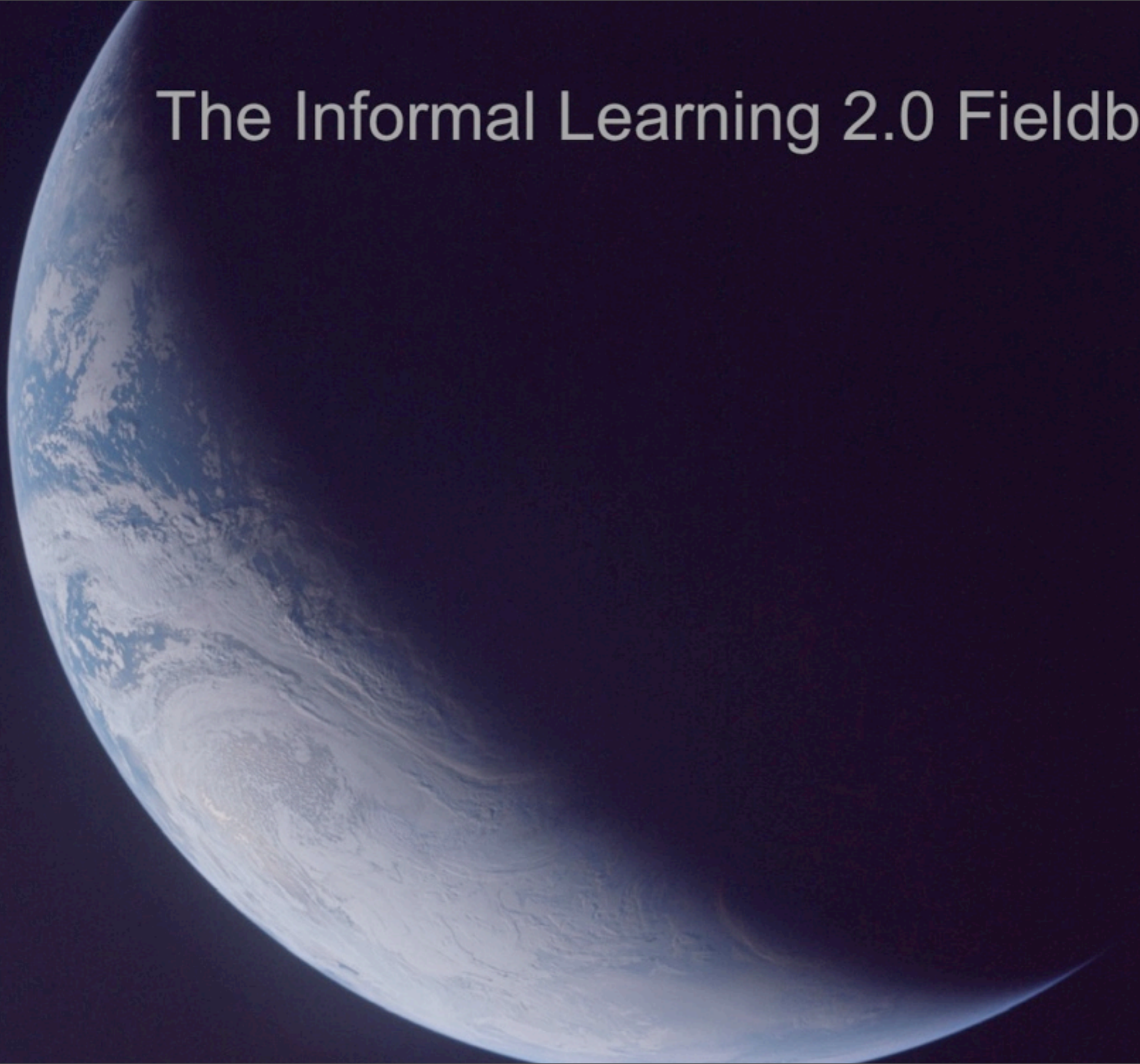
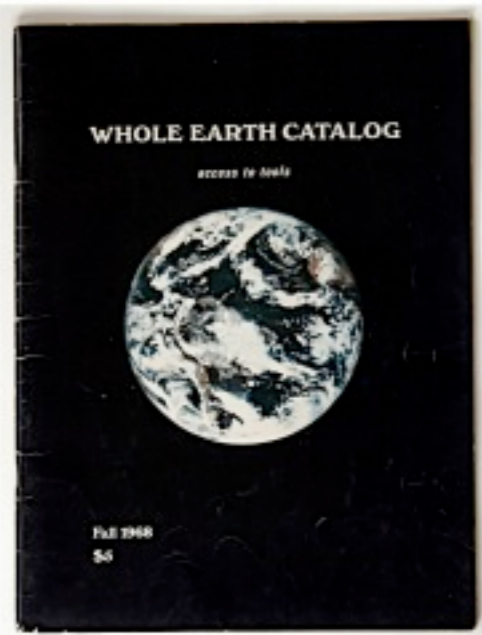


The Informal Learning 2.0 Fieldbook



The Informal Learning 2.0 Fieldbook

The Fieldbook is a sequel to *Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance and Implementing eLearning*. We aspire to create a work in the spirit of Stewart Brand's *Whole Earth Catalogs*.



“We are as gods and might as well get good at it.”

The WHOLE EARTH CATALOG functions as an evaluation and access device. With it, the user should know better what is worth getting and where and how to do the getting.

An item is listed in the CATALOG if it is deemed:

1. Useful as a tool,
2. Relevant to independent education,
3. High quality or low cost,
4. Easily available by mail.

CATALOG listings are continually revised according to the experience and suggestions of users and staff.

PURPOSE

We are as gods and might as well get good at it. So far, remotely done power and glory — as via government, big business, formal education, church — has succeeded to the point where gross defects obscure actual gains. In response to this dilemma and to these gains a realm of intimate, personal power is developing — power of the individual to conduct his own education, find his own inspiration, shape his own environment, and share his adventure with whoever is interested. Tools that aid this process are sought and promoted by the WHOLE EARTH CATALOG.

Like the pioneering Whole Earth Catalog, the Informal Learning 2.0 Fieldbook will function as an evaluation and access device. With it, the user should know better what is worth getting and where and how to do the getting. As generous "users" would said when the Catalog came out in the sixties, we'd love to turn you on. We aim to produce a diverse, visually compelling, perusable, continually-updated, pragmatic idea book.

Unlike the Whole Earth Catalog, the Fieldbook lists things that are readily available via the web. The original Catalog described everything from cookbooks to solar heaters, Swiss Army knives to first aid, and geodesic domes to shovels. The Informal Learning 2.0 Fieldbook is more likely to dwell on enterprise 2.0, communities of practice, stealth learning, appreciative inquiry, and social networks.

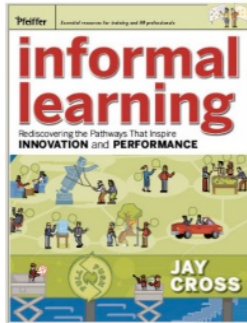


[Links](#)

AN UN-BOOK

Book event

single author
one-time
passive readers
single path
frozen when issued
static
unlinked
totality, complete



Un-book process

created by many
multi-generational
participants, not readers
exploration, not exhortation
open to remix from others
dynamic
networked
front-end



Un-books are guidebooks for knowledge explorers navigating the flow of news, information, sound bites, observations, debate, hacks, diatribes, and memes that are the web.

People do not read un-books; they participate with them. Participants choose how deep they want to explore a topic. Un-books enable people to remix content to the experience they seek.

Un-books link to the *flow* of knowledge, not sanctified facts. Treat that knowledge as community property, and the community will maintain and improve it.

Un-books are inherently multi-media. The front-end of an un-book is paper. Paper is portable, familiar, and easy to annotate. A hard copy volume conveys authority.

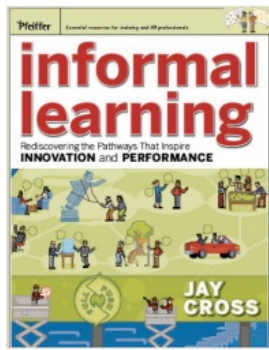


Links

Informal Learning 2.0 Fieldbook



"When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation.... It was sort of like Google in paperback form, 35 years before Google came along. It was idealistic and overflowing with neat tools and great notions." Steve Jobs



"I AM OUT OF TIME. You bought the beta edition of this book. Things change so fast that all books are dated by the time they are published. Check the book [Web site](#) for extensions and updates. Of course, the site is beta, too, but at least it is more recent. Nothing gets finished anymore. The world is moving too fast for closure. Our lives are in beta."

So began my 2006 book *Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance*. The day the book was published, my ideas were frozen in time, inert and unyielding to change. My publisher makes more money than I ever will from my words. My author journey from outline to printed book took the better part of a year. Something's wrong here.

Books are not the ideal way to present subjects that change rapidly. Before I'm accused of calling for the death of the book, permit me to say that works of art are timeless. Paper books are unbeatable for *Moby Dick*, *The Little Engine that Could*, *Catcher in the Rye*, and *David Copperfield*. These novels and stories are whole unto themselves.

Publishers has changed very little in the last 500 years ago. A page from the 1493 edition of Vigil's *Aeneid* (the first paperback) looks like a page from *The Social Life of Information* printed in 2003: rectangles of monochromatic texts, no illustrations, and page numbers in the corner, with 1" margins.

Furthermore, readers are dropping out of read-only books where the author is the sole voice. Increasingly, people hunt and gather what they want to read. Fewer people read newspapers every year. Forty-percent of college grads never read a book after graduating. Today's activist readers pluck information from the blogosphere and YouTube and their friends online.

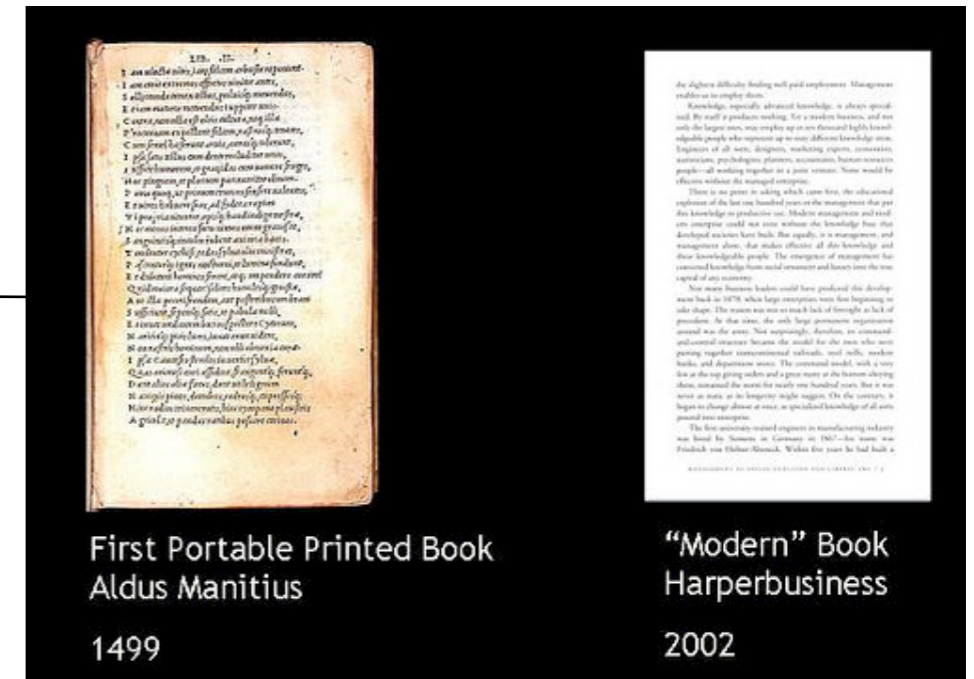
Finding meaning from growing mountains of information is tougher than ever before. The walls between disciplines are falling. Experts are being expelled from their silos and ivory towers. Specialization, knowing more and more about less and less, is no longer an option. Your field is everything.

Reality is an endless stream of knowledge, culture, and ideas that flows faster and faster. Traditional books are stop-action snapshots of that stream. The swifter the stream, the shorter the life of the book. A book is an event; we need a process that outlasts the moment, a movie in place of a photograph. I'm calling it an un-book.



Links

Publishers don't get it, so I'm avoiding them this time around.



First Portable Printed Book
Aldus Manutius
1499

"Modern" Book
HarperBusiness
2002



Professionals learn more from one another than they will ever learn from outsiders.



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dgray_xplane's bookmarks on del.icio.us [edit](#) / [delete](#)
Tans of the pro's

Sample pages follow



ORGANIZATIONAL LEARNING

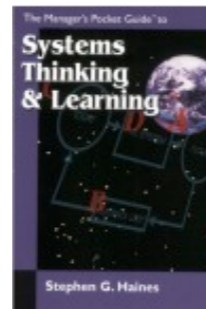


When Peter Senge's *The Fifth Discipline* came out nearly twenty years ago, I couldn't read it. I was a marketing manager in a hurry to get on with business, and Senge seemed to be writing from atop a cloud somewhere: all theory, not action. Art Kleiner and a band of people wrote the much more accessible *The Fifth Discipline Fieldbook* to answer the question, "What should we do differently when we go to work Monday morning?"

Art explains "Forging a new, and often-copied style, the Fieldbook incorporated practice guides, exercises, stories, resource reviews, and short essays all aimed at helping people implement the disciplines on a day-to-day basis in a wide variety of settings. It clearly described how to get started in the practice of the principles of organizational learning, reflecting not just one person's theory, but the experience and reflection of an entire community of practitioners." The new and oft-copied style reminds me of *The Whole Earth Catalog*. JC

It's all one big thing. Everything is connected to everything else. Think holistically. GH

Rather than identify a problem as one isolated occurrence, we must learn to identify and solve patterns of problems. We also must try to detect patterns of relationship and interdependence.

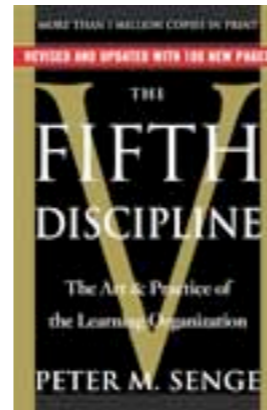


Society for Organizational Learning

For years, the link to SoL's mission on its homepage led to a notice the page was under construction. Now SoL has found itself. Internet Time Group is a member. The SoL website is a treasure trove of links to the big picture of learning. JC



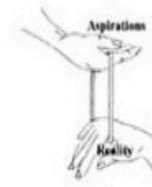
[Links](#)



The Five Disciplines of Organizational Learning as published in *The Dance of Change*. [☑](#)

Each of the five disciplines represents a lifelong body of study and practice for individuals and teams in organizations.

1. Personal Mastery



This discipline of aspiration involves formulating a coherent picture of the results people most desire to gain as individuals (their personal vision), alongside a realistic assessment of the current state of their lives today (their current reality). Learning to cultivate the tension between vision and reality (represented in this icon by the rubber band) can expand people's capacity to make better choices, and to achieve more of the results that they have chosen.

[Read more about Personal Mastery.](#)

2. Mental Models



This discipline of reflection and inquiry skills is focused around developing awareness of the attitudes and perceptions that influence thought and interaction. By continually reflecting upon, talking about, and reconsidering these internal pictures of the world, people can gain more capability in governing their actions and decisions. The icon here portrays one of the more powerful principles of this discipline, the "ladder of inference" depicting how people leap instantly to counterproductive conclusions and assumptions.

[Read more about Mental Models.](#)

3. Shared Vision



This collective discipline establishes a focus on mutual purpose. People learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create (symbolized by the eye), and the principles and guiding practices by which they hope to get there.

4. Team Learning



This is a discipline of group interaction. Through techniques like dialogue and skillful discussion, teams transform their collective thinking, learning to mobilize their energies and ability greater than the sum of individual members' talents. The icon symbolizes the natural alignment of a learning-oriented team as the flight of a flock of birds.

5. Systems Thinking



In this discipline, people learn to better understand interdependency and change, and thereby to deal more effectively with the forces that shape the consequences of our actions. Systems thinking is based upon a growing body of theory about the behavior of feedback and complexity—the innate tendencies of a system that lead to growth or stability over time. Tools and techniques such as systems archetypes and various types of learning labs and simulations help people see how to change systems more effectively, and how to act more in tune with the larger processes of the natural and economic world. The circle in this icon represents the fundamental building block of all systems: the circular "feedback loop" underlying all growing and limiting processes in nature.

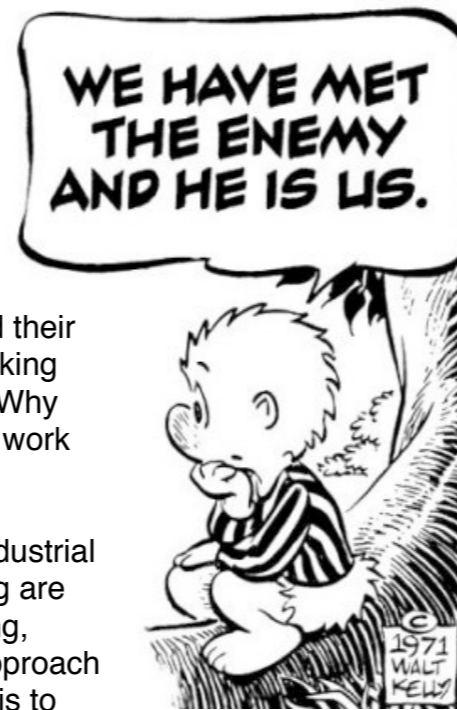
Systems thinking is a foundation principle of Learnscaping.

HUMAN OBSTACLES

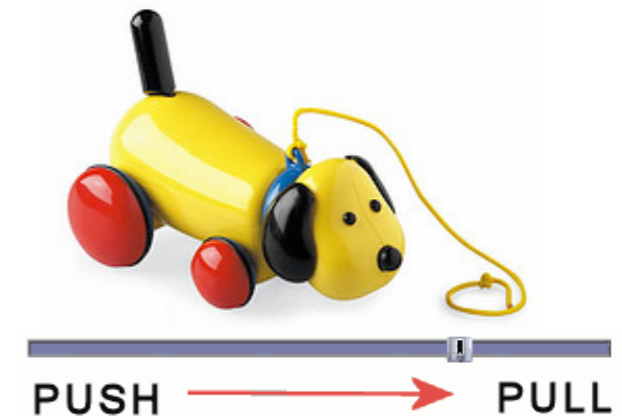
What's holding us back? It's no longer the technology. It's the people and their organizations. That's what this project is all about. How are companies working with their people to take advantage of the power of the collaborative web? Why might you want your organization to embrace web 2.0? To collaborate is to work jointly with others or together, especially in an intellectual endeavor.

Business has already squeezed the big process improvements out of its industrial systems. For many companies, the benefits of collaboration and networking are virgin territory. The upside potential is staggering: people innovating, sharing, supporting one another, all naturally and without barriers. The traditional approach has been to automate routine tasks in order to reduce cost; the new vision is to empower people to take advantage of their innate desire to share and learn.

Web 2.0, the "collaborative web," makes file cabinets and hard drives overflowing with email obsolete. Members of a group can share information and make improvements to one copy that's virtually available to everyone. Workers learn to remix rather than re-invent, and having everyone read from the same page overcomes the danger of mistaking obsolete information for current. Distance no longer keeps workers apart. As we remove obstacles, the time required to do anything shrivels up.



Individuals have become more important than institutions.



Pull is something I go looking for. It attracts me. I want it. I go to the store or the site to find it. I request it. I get it or have it delivered to me.

Push is something that comes looking for me. It's email solicitations, pop-ups, and homework assignments. It arrives on its own.

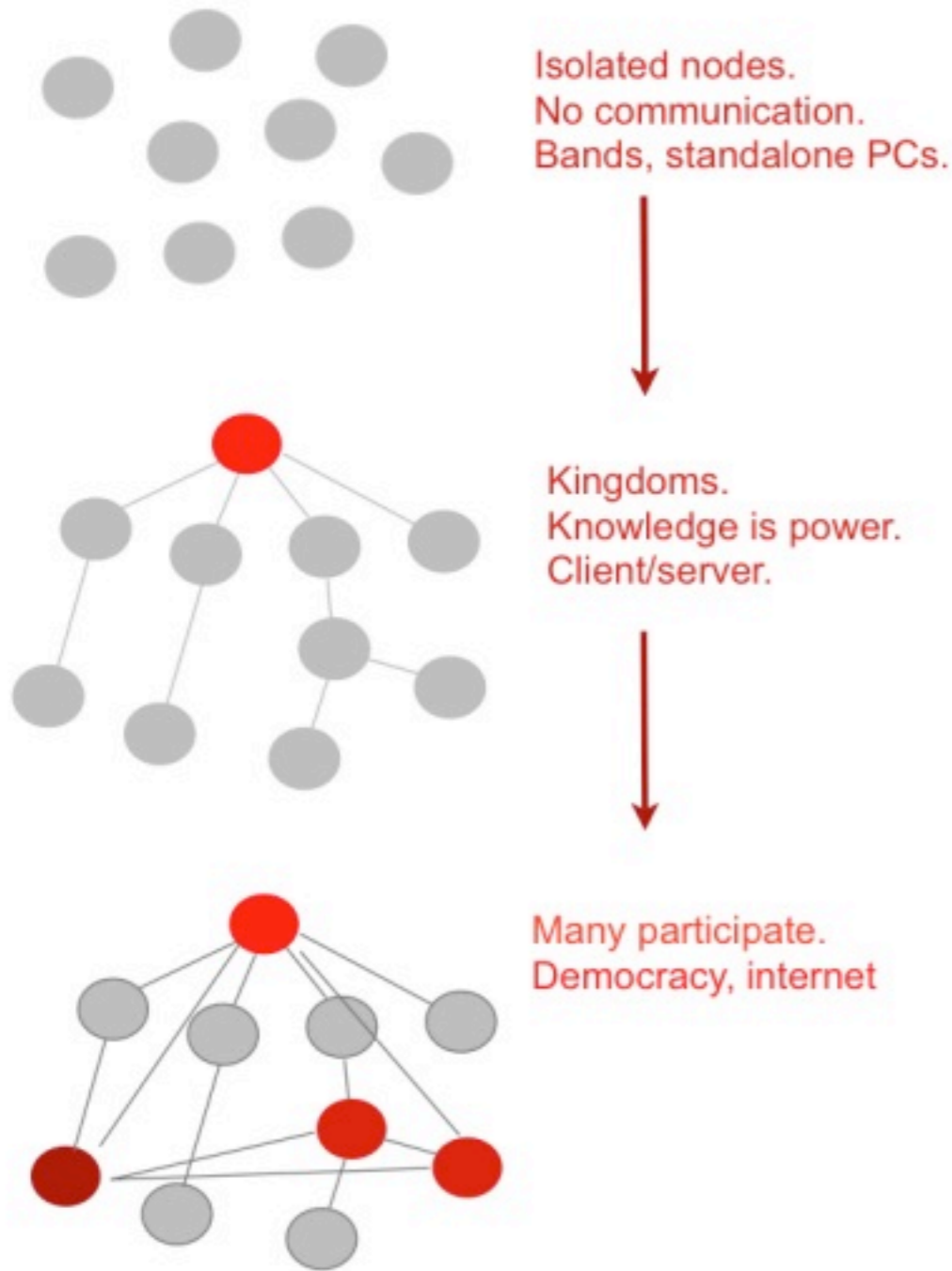
"The purpose of the organization is to enable common men to do uncommon things. No organization can depend on genius; the supply is always scarce and unreliable. The test of an organization is the spirit of performance. The focus must be on the strengths of a man—on what he can do rather than what he cannot do. The focus of the organization must be on opportunities rather than problems."

Peter Drucker



Links

NETWORK EVOLUTION



Graphics-rich.



Links

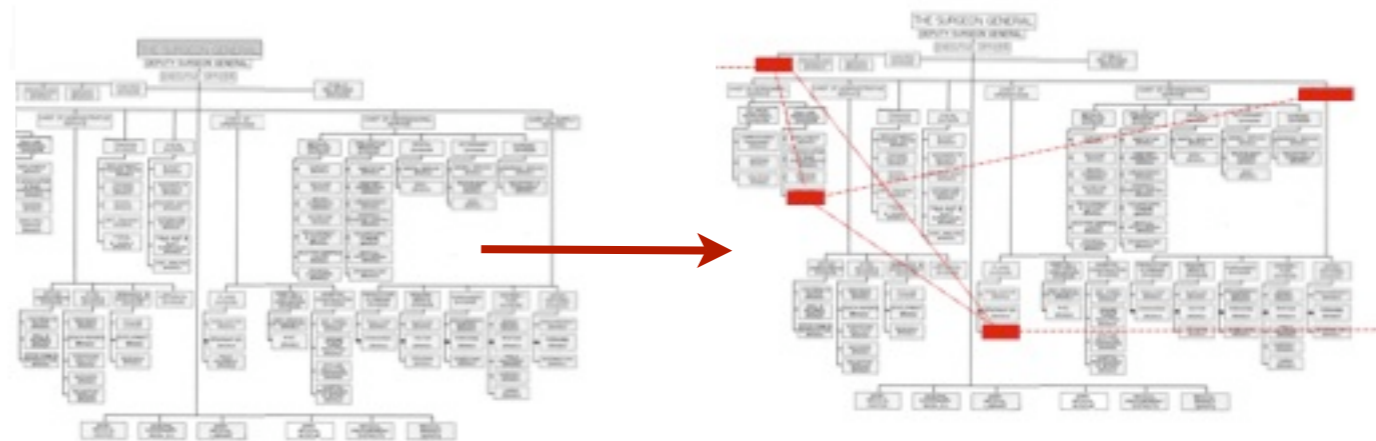
Network growth

Metcalfe's Law posits that value of a network grows exponentially with the addition of new nodes. Left unfettered, networks reproduce like rabbits on high-octane espresso.

Think, for example, of the hyper growth of the internet, the web, MySpace, YouTube, and Facebook. Once social networks take hold, expect them to grow like topsy,. Moreover, the denser the network, the faster its cycle time. More connections make it quicker to get from one node to another.

Imagine how this can happen in an organization. The first nodes appear as the company experiments with a few small projects such as coordinating online project groups or making it easier to find information with a "Wikipedia inside." New hires are accustomed to going wherever they wish in a network; imagine that they begin communicating between silos. HR realizes that the company-pedia can accelerate on-boarding new employees. Customer service improves as everyone gains access to corporate resources such as who does what and how to find them. Replacing multiple versions with a single source of information cuts bureaucracy and chops email volume back. The growth of corporate connections feeds on itself. JC

Subverting the hierarchy to improve the organization



New hires arrive at the office with personal copies of their silo-piercing web 2.0 technology.

■ = Instant messenger

Beth Kanter's Readiness Assessment

Stop if...



- * Management is obsessively controlling
- * The organization will not accept changes in how you work
- * Your employees are not online
- * Everything must be vetted by central authority

Go ahead if...



- * Make it easy for people to share knowledge
- * Are willing to share ideas in progress and let others join in
- * Want to enable many voices
- * Can deal with messiness
- * Selecting a starter application



[Links](#)

Start simply. Do not try to boil the ocean.

Your mileage may vary, but in our experience, initial projects have a better chance of thriving if:

- * Participants have a shared need.
- * It's easy for participants to see what's in it for them.
- * The information involved is not controversial.
- * A sound business case can be made.
- * Stand-alone implementation is feasible (i.e., not requiring connection with other systems)
- * The project yields a good example to use when getting support for other projects.
- * You can open in New Haven.

New Haven? Sixty years ago, producers staged new plays at the Shubert Theater in New Haven, Connecticut, before taking them to Broadway. No critics were in the audience, so if a major overhaul was required before the official release, no one was the wiser. Similarly, if your first prototype bombs, it's nice to be able to sweep it under the carpet and begin anew. *JC*

Better to use people's original words than to interpret (and possibly garble) their message.

Collaboration 2.0

It's not about the technology

This has never happened before

People working together are vastly more productive than people working in isolation, and the internet connects us all.

Collaboration is about building relationships that foster ideas, intentions, and interests. Co-workers learn from one another. They inspire one another. They build on each another's ideas. Small groups of them can move mountains. A collaborative enterprise with shared values and common purpose can change the world.

Workers innately know that when people work together they produce greater results and enjoy their work more, too. Until quite recently, collaboration was not easy, especially if distance was involved, people didn't have access to the same information, or a worker couldn't figure out who was the right person to contact.

Those barriers are fading fast. Software and networks that support collaboration are in place and cheap, too. Workers complain about silos; social networks enable them to walk through silo walls. Companies are losing customers disgusted with unhelpful help desks, phone labyrinths, and not understanding what's going on. Transparency and self-service are the cure.

In business, collaboration is a means to an end, and that end is prosperity, longevity, and growth.

I asked Harvard Business School's Andrew McAfee, who coined the term Enterprise 2.0, why he thinks social software will transform the business world. He told me that today's collaborative technologies can knit together an enterprise and facilitate knowledge work in ways that were simply not possible previously. They have the potential to usher in a new era by making both the practices of knowledge work and its outputs more visible. *JC*



Links

Material for further exploration is linked via Del.icio.us and online explanations.



**It's not about the technology.
It's the people that matter.**



**Question what you read here.
Everything has shades of gray.**

The Informal Learning 2.0 Fieldbook

Target release date of web version = 5/31/08



**I WANT
YOUR IDEAS**

To contribute thoughts & suggestions or to keep up to date, visit jaycross.com



[Links](#)