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School of One: Reimagining How Students Learn

The Future

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"Learning itself is actually an emergent phenomenon: like a hive, or like a thunderstorm" (Mitra, 2013).

SCHOOLS - NOT FACTORIES

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Professor Sugata Mitra, challenges the 20th Century view of education to start a movement of change in a post-Fordist society (islifeabsurd, n.d.):

"Schools today are the product of an expired age; standardised curricula, outdated pedagogy, and cookie cutter assessments are relics of an earlier time"
(Mitra, 2013).

Hole in The Wall Experiment, 1999

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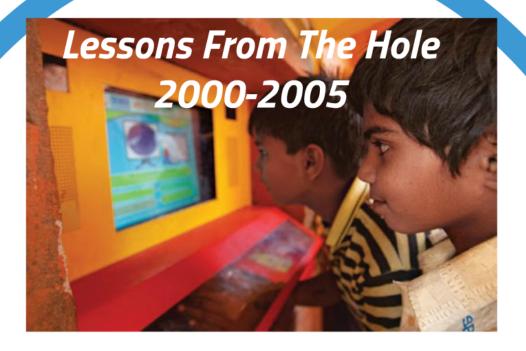
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In 1999, Mitra attached a computer in the outside wall of his Dehli office and left it there:

Within hours slum children had taught themselves how to browse the Internet.

Within months they were teaching themselves English.

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Mitra repeated the experiment in remote villages and found children adept at computer literacy and peer-to-peer learning within a short time.

**Lessons From The Hole
2000-2005**

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Mitra continued his research in self-directed learning, taking technology to remote villages in India, giving children a speech to text programme to help them improve their English pronunciation skills.

A leading advocate of the self-directed learning movement and connectivist principles of acquiring knowledge, Mitra's experiments in motivating children to learn through technology, with little or no adult assistance, result in bridging a socio-economic divide that had existed in his country for decades.

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