

CUT, COPY, PASTE SOCIETY

A. SHAI YESHAYAHU, B. MARIA VERA
Southern Illinois University
shaiy@siu.edu,

Abstract. You and I were not born in the 1990's thus our experience about the true modalities of circulation and communication that have substantially transformed the methods that form and inform us today, are not really "pure". Why? Because we know how slow time was before the communication boom of this last decade and because some of us still believe that we must read to be informed and thus, visit a bookstore, library or friend's house and get peeks inside a subject of matter. So experiencing life as we bypass the book _ that's **a story of a brand new era!**

Taking note of the enormous changes this era brings, is fundamental to our current pedagogic undertakings. We seek data about the differences that lie in the way individuals, which never knew a world before or between analogue and digital zones, process information. It signals a dramatic shift in cognitive realms that is deeply imbedded **in our emerging socio-economic spheres.**

So, you say "hypothesizing that economic, technologic, and cultural fluxes fabricate new means to learn and think, is not a fresh idea" _ True. But, it led us to ask one fundamental question _ What are the upcoming learning habits employed by the "post digital" society? We noted that the post digital generation is an avid cut, copy, paste society that is able to extract information from infinite resources and mix, remix in diversified modes, through time and in real-time.

We think these abilities are strengths, which will permit students to multitask yet they strongly differ from the academic agendas that are **concerned with meditative processes and qualitative interdisciplinary task.** As aspiring academics interested in the reconfiguration of current pedagogic formats we seek a creative intervention for future design generations, one that can benefit both the upheavals of the cultural world and the integrity of the academic setting where a pedagogy that links extended fields of knowledge with shifting cognitive habits can emerge.

In this arena where cognition plays an important role, our goals are challenging and difficult, especially in the beginning years when the foundations set forward leaves lasting impressions. Thus, letting go of

familiar grounds and tuning to continual alterations of the immediate surroundings enables us to seek means that facilitate important readings for our current learning/teaching processes.

Demystifying changes and embracing differences as design potentials for new interventions are basic programmatic elements that permit us to incorporate a rigorous research agenda in the design exercises. Our presentation will project the current state of our teaching modality and provide examples of current studio work. It will demonstrate how everyday rituals, journeys and research observations, are documented by a society that **heralds a new academic setting**.

1. Introduction

Among a series of studies, hypothesis, and thesis proposals governed by; academics, researches, writers and socio-economist, that seek to understand the good and bad habits of the millennium generation, lies our own in-progress investigation about the cognitive strengths that the post digital generation posses and our quest to link new cultural habits to the academic setting.

Current invested efforts are unable to assert if the multitask habits employed by a post digital society are beneficial or harmful for their intellectual development. However Collective investigations, like the Kaiser Family Foundation Study released March 9, 2005, surveying more then 2000 individuals from the age of eight to twelve; simply conclude that it is “too early” to state if the simultaneous use of multi media artefacts is a harmful habit or helpful intervention in the cognitive process of our youth. In addition Steven Johnson’s book, *Everything Bad is Good for You* lacks statistical evidence, yet builds an engaging argument to envision the positive learning skills and increase cognitive spheres that generation M supposedly obtains through the use of today’s media.

As educators working at a higher learning institution, we do not know a great deal about how generation M interacts, but the fact that a wireless campus enabled us to witness a new emerging pattern for learning, socializing, and studying unveiled by our incoming students, constitutes an awareness that a rift between their modus operandi and our teaching methodologies, exist. A whole new cognitive era derived from intangible forms of socializing has ignited our empirical exploration to anticipate how the next generation may employ different learning methodologies then the ones still in place at our university today. Hence, we began to note that current learning aptitudes were pointing us towards a paradigmatic shift in the teaching evolution. This realization prompted a pedagogic change that is attentive to the real modes employed by our design students, who heralded that a younger generation will

process information in unforeseen scopes. Noting and acting on this emerging state of learning is the essence of our article, where the goal is not only to present our peers with growing evidence that numerous changes are seamlessly taking place in our academic environment but to bring together occurrences that are presently shaping our new teaching modalities.

2. The shrinking factor

The term *noosphere*, literally known as “sphere of intelligence” noo- mind (from Greek noos, nous) + sphere sphere: the sphere of human consciousness and mental activity especially in regard to its influence on the biosphere and in relation to evolution (Britannica Online), was first coined by Vladimir Ivanovich Vernadsky, an early twentieth century scientist; who presented a new way of looking at the earth, in which he suggested that this powerful geological entity would enable the transformation of the planet. It was soon re-coined by Teilhard de Chardin, a philosopher – paleontologist, who described noosphere as the sphere of interconnected human consciousness. In the 1990’s the rebirth of the term has been used by the UN to support endeavors relate to UNESCO’s sustainable efforts. Thus, a term that was born in the scientific world is evolving towards realms of connectivity, which links intelligence to a collective undertaken; networking society (Castells, 1999). Furthermore, Paul R. Samson in his Introduction: Sketching the Noosphere in *The Biosphere and Noosphere Reader*, poses that a common thread exist between Marshall McLuhan’s theories regarding the global village and the noosphere concept.

Allying with the theories of intellectual connectivity’s and grasping our own abilities of networking (Aunger, 2002) brings us closer to understand the statement “media compresses our world in our minds and in our notions”. (McLuhan, 1960) It hits close to home, except we will add _ it also compresses our physical space. At our university the physical setting of our design studios is clearly compressing, we have dubbed this spatial phenomena, “the shrinking factor” because as the number of incoming students gradually increases a literal reduction of square foot area required by our students to work, gradually decreases. The reconfiguration of physical space and availability of portable technology enables the user to fulfill an innate desire to simultaneously socialize and academically partake in informational clusters of virtual and real space.

This ability to infinitely connect within school, other schools and outside of school, is what prompted us to understand the hypothetical premise that noosphere and global village are merging ideas about one single zone where ubiquitous technologies: reduce our intellectual distances, enrich our

awareness of universal proximities, expand both our real and virtual spaces, and extend our working spheres beyond physical boundaries.

2.1 THE COGNITIVE REALM OF THE CCP SOCIETY

Thus, at a time when our car, clothing and microwave are all connected to the internet and as our brain experiences simultaneous plug ins from multiple spaces, we recognize how incoming students are form and inform differently than we did, which is not simply linked to the www sphere, but to cognitive modes of daily operations. Recognizing the significant divide of mind set between us and our younger generation is crucial, particularly, after contemplating the idea that fifteen years ago it literally took time to engage in activities with individuals that share common goals and interest; while today with a single email plus a couple of cut, copy, paste [CCP] actions and some photo shop clicks away, we are done. In such a magical world, meditative acts are simply absent since a few clicks away enables assignments to advance rapidly in real time without intellectual boundaries or other learning disparities. Furthermore, since in our studios, physical and virtual clusters abound, often around personal screens where available information is tossed around in a dynamic language: “Send me that link _Upload that file _Download it for me_”; we realized that the CCP modes of interchange are behavioural highlights which alter our current academic protocols.

On the wake of such ubiquitous yet still radical undertakings about current forms of exchanging information, academia struggles with the inherent nature of these new plateaus that are increasingly injecting ever-fresh flows of knowledge and demand new meditative undertakings. Consequently, as popular modalities of interaction increase our goal is not to inhibit the interlace methods of observing and perceiving incremental gains of knowledge, but to understand how the virtues of the CCP society,, which lie in their abilities to be avid; problem solvers, thread linkers, critical thinkers and pursuers of intensive cognitive workouts, can become thoughtful processes.

2.2 A NEW TEACHING/LEARNING SPHERE

We began to re evaluate our teaching methodology by embracing the differences. Instead of using a rigid model of rules for our studio environment, we developed a flexible framework that would allow us to interact inside our students’ realm of communication and become dynamic contributors within this new and complex mechanism for learning. Our flexible framework is an open source code that may be edited and programmed to mutate and adapt in respond to predefined parameters set by our academic goals. This paradigm shift postulates that our educational values can no longer be exclusively informed linearly but rather conceived as a heterogeneous model of thought,

and despite the fact that history is still perceived and taught as a linear progression our perception of evolution aligns with the philosophical theories that a complex mixture of historical processes are not bound to linear consequences. Therefore, our current response acknowledges history as a stratum, a mesh of events, viewed as layered information, where linkages tend to divert from lateral trajectories into occurrences, leaps, and/or connections that revoke linearity (De Landa, 1997)

3. The new Agora

The new agora concept defines our class BLOG, in response to Benjamin Barber's chart that traces the evolution of democratic space (Barber, 2004) <http://www.columbia.edu/cu/news/vforum/02/democracy_forge/index.html>.

Via: email, MSN SKYPE, GIZMO, BLOG and other sites of communication, our studio has become endlessly interconnected beyond physical space. It is an increasingly resourceful environment where both, students and instructors are now actively engaging in diverse spatial settings that shift our teaching mode and redefines our academic setting. Example: a new forum implemented by our students is mutating our studio environment and exposing our learning/teaching habits towards profoundly different and new engaging spheres, it lies in the world of a BLOG, a www journal, that provides individuals a platform to express common interest and concerns. Our studio uses it as a site where the instructor is no longer the sole provider of knowledge but simply a collaborator or active moderator engaging in insightful discussions about the tasks at hand. Blogging, is an act of [expression] communication, outside of the physical studio that requires a great deal of CCP processes.

Our virtual forum is a studio activity that extends beyond class time and enhances student's ability to publish thoughts, images and research. It is an important platform of communication that recreates a community similar to that of an ancient agora where the citizen [student] is empower, it redirects their own education path as they actively correct, change and add to their classmates work and respond to comments. It is perceived as less offensive and more willfully accepted by all its members.

3.1 BEYOND THE BOOK

Letting go of familiar grounds such as a static studio environment and entering an arena of interactive realms has allowed us to demystify change and welcome these communicating platforms as informational grounds similar to those of libraries, bookstores and symposiums, for instance, our own interaction with a broad community that consist of local peers, colleagues

from other universities, and practitioners/researchers from places located in areas as remote as Israel, Ecuador and Italy. Our ability to sustain connectivities beyond the classroom arena and extends our intellectual networks beyond what the book or www sphere provides, has augmented our creative educational realm which is now as diversify and enriching as the forces that participate in it.

4. Conclusion

Due to the ease with which we are currently able to CCP and seen from the above perspective we get closer to an understanding about the potential assets academia can engage in, rather than the undefined weaknesses it may house. As we learn to work in a mutating academic setting and venturing into new realms of learning that increase our educational palate, we feel that our cognitive habits are also shifting. The MG is an apparently different group of thinkers/doers, yet seen from our studios' mode of interacting and learning processes, they are simply avid seekers of a larger awareness about our global existence.

As, design creative thinkers wishing to instil in our students opportunities to become proactive in the shifting state of learning/thinking/teaching realms we have understood that our studios have never look so different and alien to the discipline as they look today, and this paper and images extracted from our new learning sphere is signalling that a more profound change is yet to come and that the appearance of incoming behavioural patterns will demand more insightful investigation.

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