An Educational Revolution for a Digital World

Lou Guenier
September 13, 2017
Agenda

A changed world
Agenda

A changed world

Design an educational system
Agenda

- A changed world
- Design an educational system
- A new educational system
Left traditional educational system at 12
Ended up here in India
What am I doing at MIT talking about education?
Driving force
Passion
Impact of technology all over the world
More impact on the world
Is that person ready to have such an influence?
Design an educational system
Design an educational system

Little access to information
Design an educational system

- Little access to information
- Little global impact
Design an educational system

- Little access to information
- Little global impact
- Tradition & status quo
Design an educational system

- Little access to information
- Little global impact
- Tradition & status quo
- Repetitive work
Design an educational system

- Little access to information
- Little global impact
- Tradition & status quo
- Repetitive work
- Solely based on productivity
Design an educational system

- Little access to information
- Little global impact
- Tradition & status quo
- Repetitive work

- Solely based on productivity
- Driven mostly by competition
Design an educational system

- Solely based on productivity
- Driven mostly by competition
- Elite
- Tradition & status quo
- Repetitive work
- Little global impact
- Little access to information
Way we teach hasn't change one bit since the XI century
Design an educational system
Design an educational system

Constant access to information
Design an educational system

- Constant access to information
- Possibility for global impact
Design an educational system

- Constant access to information
- Possibility for global impact
- Personal work path
Design an educational system

- Constant access to information
- Innovation driving force of economy
- Possibility for global impact
- Personal work path
Design an educational system

- Constant access to information
- Innovation driving force of economy
- Possibility for global impact
- Collaboration
- Personal work path

Constant access to information

Possibility for global impact

Collaboration

Personal work path

Innovation driving force of economy
Design an educational system

- Constant access to information
- Possibility for global impact
- Personal work path
- Innovation driving force of economy
- Collaboration
- Collective intelligence
Why limit the relationship?
Why limit the relationship?

Why reduce learning to lectures?
Why limit the relationship?

Why reduce learning to lectures?

Why passively listen?
Why limit the relationship?
Why reduce learning to lectures?
Why passively listen?
Why rely on one person to tell us about the world?
Why pretend that there is only one solution to problems?
Why pretend that there is only one solution to problems?

Why would we let others decide what questions we ask ourselves?
Why would we let others decide what questions we ask ourselves?

Why pretend that there is only one solution to problems?

Why would we learn skills we used to fifty years ago?
Why learn the same thing as your neighbor and pretend to be the same?
Why learn the same thing as your neighbor and pretend to be the same?

Why ask a student to make an irrevocable choice at 18?
Why learn the same thing as your neighbor and pretend to be the same?

Why consider collaboration to be cheating?

Why ask a student to make an irrevocable choice at 18?
Is such a behavior suitable?
Is such a behavior suitable?

To solve our world’s crises
We have the tools to solve all that, the tool is not the problem anymore
Mastery of the tools
Conscious

Mastery of the tools

People
People

Conscious

Mastery of the tools

Able to interact
Witness
Witness  
Guinea pig
No teachers
No teachers

No classes
No teachers

No classes

No schedules
No age/year ranking
No age/year ranking

No single program
No age/year ranking

No single program

Cultural and social diversity
Virtual place
Adam Goomany
Adam Goomany

Own path and time frame
Adam Goomany

Own path and time frame
Levels and ranks

Grade
Captain

level 17 - 96%
Wolf3d

Description
Inspired by the world-famous 90's game of similar naming (which was the first FPS ever). Explore the technique of ray-casting. The goal is to create a dynamic view inside of a maze. How far will you go to create the best game we have ever seen?

Objectives
- Ray-casting
- Optimization techniques
- Math

Skills
- Imperative programming
- Graphics
- Algorithms & AI

Created by ol

- 159 users currently registered (16 retries)
- 256 users can subscribe and never did
- 1756 users registered in 2288 teams ever
- Finished 2120 times

Success Rate

Success: 67.0%
No grade yet: 8.4%
Fail: 24.7%

Average team lifespan

Number of days between team lock and tear

Marks by campus
Adam Goomany

Own path and time frame
Levels and grades
Gamified projects
Peer-to-peer interaction
Adam Goomany – agoomany

**Wallet:** 220
**Correction points:** 5
**Cursus:** 42
**Grade:** Captain
**ETEC:** in a year

_level 17 - 96%

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**MARKS**

<table>
<thead>
<tr>
<th>ACHIEVEMENTS</th>
<th>PATRONAGES</th>
<th>FORUM</th>
<th>CLOSES</th>
<th>CURSUS</th>
<th>NOTES</th>
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<tbody>
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<td>Piscine PHP a year ago</td>
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<td>Rushes 3 years ago</td>
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<tr>
<td>Big Web Project 3 years ago</td>
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**SKILLS**

- Web
- Adaptive & creativity
- Algorithms & AI
- Company experience
- Data & DBC
- Functional programming
- Communication
- Group & interpersonal
- Object-oriented programming
- Network & system administration
- Impractical programming
- Unix
- Security
- Ruby
- Paired programming
- Organizational
- Project management
Adam Goomany

J-gravity team
J-gravity Team

Freedom of projects
J-gravity Team

Freedom of projects

Create projects in curriculum
Critical thinking
Class effort
How it answers my worries
How it answers my worries
How it answers my worries

Communication

Collaboration
How it answers my worries

Communication

Collaboration

Trust
How it answers my worries
How it answers my worries
How it answers my worries
How it answers my worries
How it answers my worries

Taking responsibility

Self directing learning
How it answers my worries

Taking responsibility

Self directing learning

Conscious of environment
Cutting edge innovation not about teaching
Is 42 the answer to all the questions?
Is 42 the answer to all the questions? NO
Students
Students
Students
Students
Students
What am I doing here?

Witness
What am I doing here?

Witness

Goal
Use the force of active learning and collective intelligence.

Challenges
Horizontal rather than vertical

Challenges
Challenges

Horizontal rather than vertical

Use the force of active learning and collective intelligence
Horizontal rather than vertical

Use the force of active learning and collective intelligence

Open Learning

Challenges
Features of 42 that could play a critical role
Features of 42 that could play a critical role

Constant innovation
Features of 42 that could play a critical role

Constant innovation

Peer-to-peer interaction
Features of 42 that could play a critical role

- Constant innovation
- Peer-to-peer interaction
- Fitted framework
Education revolution
Thank you for coming