



EDUCATION 4.0

By **Daniela Campos**

During the pandemic, we saw the vertiginous growth of e-learning or EaD (distance learning) in corporate education. Before an alternative, for obvious reasons of the need for distance, it started to be adopted as a leading solution. It is true that in the post-pandemic period we will return to hybrid development systems, but the virtual will no longer be a supporting factor.

It's time to deepen our reflection on its role, efficiency and evolution in a broader sense: not only distance education, but the ecosystem of possibilities that technology brings and in a future perspective - looking not at what it is today, but at what it could become.

Economy and education have a high

degree of correlation. The 1.0 (mechanization and steam), 2.0 (electricity and mass production), 3.0 (computing and automation) and 4.0 (cyberspace and artificial intelligence) industries had corresponding educational systems called Education 1.0, 2.0, 3.0 and 4.0, which adapted to follow the trends and demands of each revolution, mirroring its models. In the 2nd Industrial Revolution, for example, where work in factories was mechanical, repetitive and segmented by tasks, following a linear production treadmill, teaching in schools was massified, repetitive and segmented by subjects, in consecutive grades. The training was also elaborated by functions, delimited by areas, in restricted groups and taught in

classrooms.

Industry 3.0, with the internet and the informational revolution, brought new challenges and the need to break with old standards. Less memorization, more analytical thinking; less ready-made answers, more creative solutions; models of hybrid and participatory training, agile methodologies, network communication and interdisciplinarity, focus on teams and collaboration, among others.

We quickly adapted our development plans to these skills and the formation of the digital mindset, but the question is: ok, we changed the themes of the courses and transported them to the virtual environment, but did we actually

create new training processes under the digital logic? Or do the trainings continue to be linear, segmented, with knowledge centralized in those who apply it?

In my opinion, we live in a period of transition of Education 3.0 to 4.0. We have advanced in the adoption of technologies and methodologies, but the way in which we will use them is what will drive the biggest leap in teaching and learning issues.

The education revolution in the digital and post-digital era will be mediated by ICTs (Information and Communication Technologies), but it will only result in more knowledge if we use them to create interactivity, dialogue, connection and autonomy.

The relevance of the role of those who teach is no longer in authority exclusive holder of knowledge, but in the ability to mediate and guide and in the ability to create an environment that combines the tools in favor of the subject who learns.

The role of the learner has also changed: more active, collaborative and protagonist, because the informational revolution brought information, but the construction of knowledge requires reflexive, analytical, critical, contextualization and synthesis capacity from those who receive it.

We always educate for the answers; we need to educate for the questions. With the accelerated transformations, the answers are changing and who knows the way to find them, will walk; since those who are grounded in the acquired knowledge will always be running after. In this year in which the French anthropologist, sociologist and philosopher Edgar Morin completes his centenary, one of the ideas of his book *Cabeça Bem-feita* is for me a meeting point between the past, present and future of education: "The aptitude for contextualizing and integrating is a fundamental quality of the human mind, which needs to be developed and not atrophied".

Teaching should promote a "well-made" head, rather than a "well-filled" one.



REVIMTO GOES

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What about Education 4.0? Where can we move forward? I have summarized some points focusing on "how" we can teach (and not "what" to teach), which can help guide our way of thinking about corporate education in these new times:

- Approach through problems or projects, which provide more dialogic, creative, collaborative and critical processes.
- Formats that promote accessibility and mobility, emphasizing equality as a principle and emancipation as a method.
- Routes that encourage knowledge sharing, exploring the richness of network connections and multidisciplinary teams.
- Valuing expeditionary learning with the creation of fields of experience, so that each one can experience, formulate hypotheses and find meaning and solutions.

- Practical approach in short and complete cycles, going from learning to application, to result, feedback and adjustment. Practice (including mistakes) provides the foundation for learning more.
- Use of multimodal (different languages) and multimedia (different media) resources that engage and entertain.
- And, mainly, valuing the subject with a more personalized, flexible, inclusive and interactive teaching. After all, the reason is not technology, but people.

