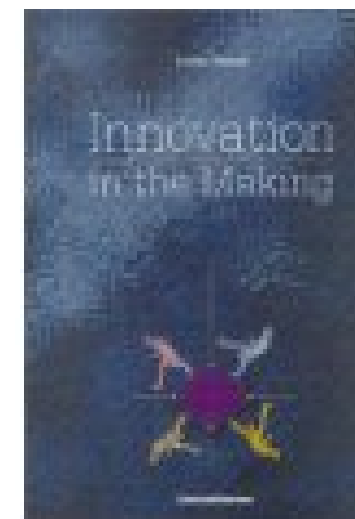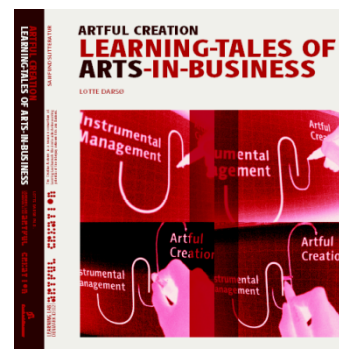# Future competences -
A challenge for educational institutions

Lotte Darsø

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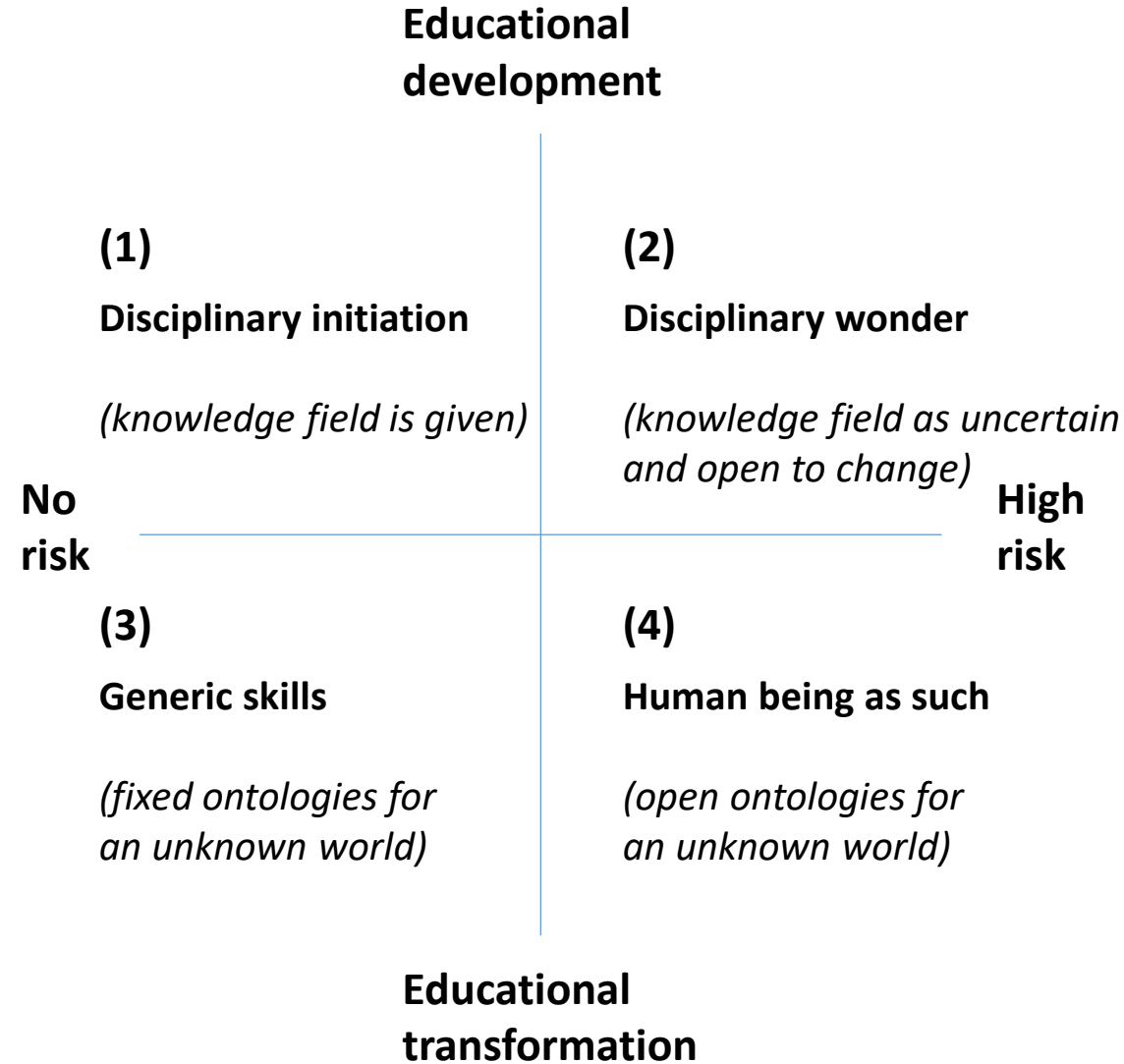
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Not everything that can be counted counts - and not everything that counts can be counted.

(Einstein)

Pedagogical options: a schema (Barnett, 2004: 255)

Educational development

(1)

Disciplinary initiation

(knowledge field is given)

No risk

(2)

Disciplinary wonder

(knowledge field as uncertain and open to change)

High risk

(3)

Generic skills

(fixed ontologies for an unknown world)

(4)

Human being as such

(open ontologies for an unknown world)

Educational transformation

Quotes from Barnett (2004: 249-254)

- *Supercomplexity produces a multiplication of incompatible differences of interpretation.*

- *Under these conditions of uncertainty, the educational task is, in principle, not an epistemological task; . . . Amid supercomplexity, the educational task is primarily an ontological task.*

- *This learning for uncertainty is here a matter of learning to live with uncertainty.*

- *It [being-for uncertainty] is characterized, therefore, by certain kinds of disposition. Among such dispositions are carefulness, thoughtfulness, humility, criticality, receptiveness, resilience, courage and stillness.*

Innovation competency is the ability to create innovation by navigating effectively together with others in complex contexts

Lotte Darsø, Ph.D.

Innovation Competency

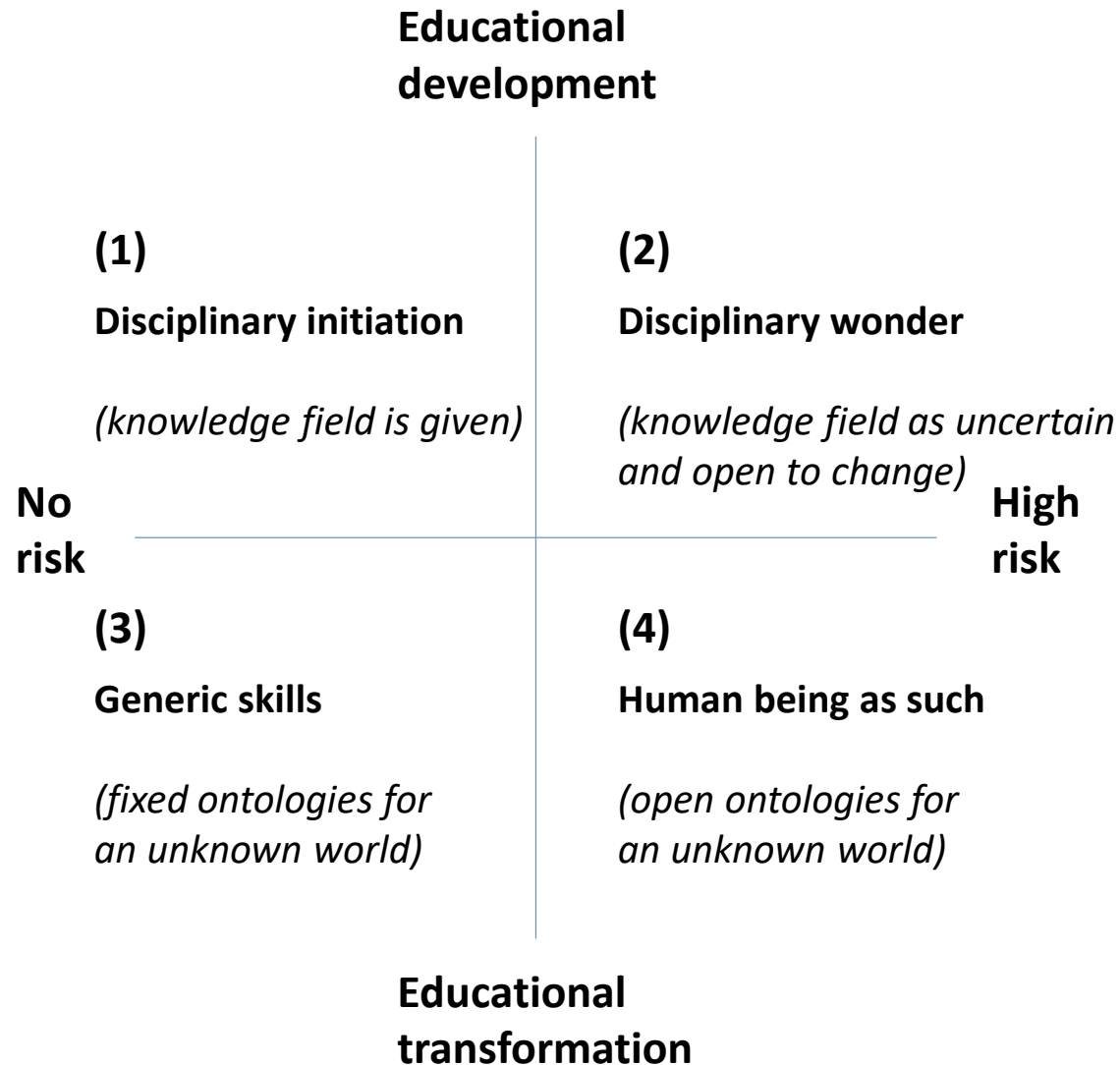SOCIO-INNOVATIVE
COMPETENCY

INTRA-INNOVATIVE
COMPETENCY

KNOWLEDGE
COMPETENCY

Lotte Darsø, Ph.D.

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Questions for reflection:
Which pedagogical option lies closest to your teaching?
Which pedagogical option would you like to explore and include?
What is the ideal balance?
What are the main challenges?