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of Arts and Design, Budapest**The Future of Education?  
Novel Incentives, Emerging  
Trends & Hybrid Practice**

Lately, more and more academic institutions require lecturers with advanced degrees; yet obtaining these qualifications remains a problem in several countries of continental Europe – leading to fierce debates on educational circumstances. What is our role in this environment and how do we proceed? Roy Ascott's Planetary Collegium initiative is a remarkable example of a pioneering international platform for Ph.D. studies. His introduction to the ISEA2010 Education Workshop forms the base of the discussion on the complexity of these issues. It is recognized that the complexities include numerous significant items including packaged e-learning, various business models and social technologies for higher education etc. Within the scope of this workshop however – by pragmatic consideration – the discussion is focused predominantly on various aspects of Ph.D. studies and hybrid learning.

From Europe to Latin America the tremendous growth in the higher education sector – especially in new media and interdisciplinary studies – produced new departments, the inauguration of new academic positions, brand new curricula and hybrid learning collaborations. Consequently, due to this radical shift in education, the learning environment has completely changed. Approaches to the revised paradigms vary from place to place and are often shaped by the nature of the organizations and/or institutions as well as financial and socio-cultural considerations. As George Siemens has noted in the recent Institute for Distributed Creativity (IDC) excellent e-discussion on the future of learning: "Over the last several years, a small group of educators has been questioning the centrality of courses for learning and has begun to explore alternative models." Deliberations on the prevalent trends and the future of education indicate that "innovation" combined with modified institutional boundaries and breakthrough partnerships are considered keys to the future.

To unpack the monopoly of higher educational methods by academia, hybrid learning is also investigated in the ISEA2010 Education Workshop. A palpable tension exists between academic and hands-on education, yet from Bogotá to Budapest an increasing number of professionals are deeply involved in the convergence of networked communication, arts and science and technology projects, environmental issues and urban space. They frequently work in cross-disciplinary teams, connecting from remote locations and collaborating in hybrid environments.

The variety of methods including extensive public access has been eminently explored in the recent international lab-to-lab meeting in Madrid with participants from all over the world. The development of an interactive map of a global network is in progress. The explosion of this new ecology has not been pre-planned; it is mainly due to a tremendous interest by the emerging generation, whose daily reality has profoundly changed and is often in conflict with certain rigid, outdated educational concepts. Today media-labs are significant contestants in knowledge transfer and hybrid education. It has been noted that the success of hybrid models stem from the fact that participants collaboratively design their program thus learning what they need. While such self-governing methods are obviously not appropriate for every situation, consideration of these changes in knowledge transfer remains a key issue.

The inclusion of hybrid models linked to academia is especially important, because limited funding, escalating class sizes and threatened course closures continue to be a serious challenge to effective education. In an era of fast technological growth and transforming art forms, there is an increasing need for educational flexibility. It is important to keep in mind that the profile of higher education in the 21st century is going to be very different to what it used to be. According to numerous predictions, higher education will be a much larger enterprise with an emphasis on livelihood-related programs. Are we prepared to handle this situation? Workshop leaders, participants and our public audience are expected to propose further questions as well as clarification of these points.