



# EDUCATION

## NEW RELATIONSHIP BETWEEN TEACHER AND STUDENTS

The DIDIY practice and the self learning possibility for students opens up the opportunity of generating a new kind of benefit in the relationship between teachers and students and **new meaningful roles**.



## SUPER GURU AS EDUCATIONAL LEADER

In the DIDIY scenario, education is triggered by a super guru, a leader with a strong figure who by fame and charisma can attract and motivate students. He/she has indeed **developed a vision**, has skills but does not develop the technical part. Gurus are “cool” people within the community, who have a strong reputation. This opens up issue about how to create reputation mechanisms in communities.

## ORGANIC ACQUISITION OF KNOWLEDGE

The learning path in DIDIY is not a strict one, but it is based on an organic acquisition of knowledge, that welcomes input coming from **various disciplines**, breaking down boundaries between them. This opens up issues in building an educational environment that takes advantage of the specific knowledge of different people rather than narrowing down to categories of professionals, but at the same time **supports the individual in tracking improvements**.



## DEMOCRATIZATION OF EDUCATION

The DIDIY scenario democratize the practice of teaching, as **everyone can access online knowledge** and the content is created by community of people, opening up reputation issues.

## NEW ROLE OF TEACHERS

In the DIDIY scenario teachers will need to reinvent their role, shifting from transmitting technical skills as an added value to transmitting visions, objectives and providing learning experiences. In this way the perspective for teachers is to become **tutors** and **facilitators**.

## FORMATIVE MODEL OVER TECHNICAL KNOWLEDGE

The DIDIY scenario opens up the need of an educational system that doesn't transmit technical knowledge but instead allows learning how to learn and how to **adapt to the current fluidity and dynamism**, where there is no clear separation between the various specialized skills.



## CREATION OF A LEARNING COMMUNITY

The individual learning concept is challenged, since the practice of learning in the DIDIY scenario is built by taking an active part in **building up an educational ecosystem**, in which sharing, collaboration, co- planning and, more in general, the activities that unite the community, are qualifying factors. Building up this community becomes indeed **a new skill for the teacher**.

## CONTINUOUS LEARNING

The DIDIY practice opens up to **a new way of approaching learning**, that needs an attitude of proceeding through trial and errors and of taking failure as a learning objective.





## ANCHOR TO THE CONTEXT

The learning process in DIDIY is strictly anchored to the context and is based on concrete projects. This opens up issues regarding **the shift from theory to practice**. Furthermore the community, such as the families, the local area of reference, the neighbourhood or, better, the city is asked to participating to the learning process of students by providing help and contents.

## ACTIVE PARTICIPATION

In the DIDIY context the active involvement of students become crucial. This opens up issues in fostering a system that incentivises the active participation of students in the **definition of teaching programs**, the **design of the learning spaces**, the **definition of the interesting topics** and so on.

## SOFT SKILLS MEASUREMENT

In the DIDIY scenario the role of soft skills is crucial. This opens up issues regarding the **measurement** and the **evaluation of those skills**.



## GLOCALITY AND ACCESSIBILITY

The DIDIY offers to global communities educational possibility, that could also be connected to local initiatives. This opens up issues in understanding **how to adapt the educational contents to the different languages, formats** and **backgrounds** of the learners around the world.



## CO-DESIGN MINDSET

The learning process in DIDIY is not an individual one, but rather a shared practice among the educational community. This opens up issues regarding the need of creating the bases for a **collaborative way of working**, overcome the individual structures, spaces, evaluation and so on. Furthermore the co-design mindset can be fostered through a system that incentivises the **active participation of students**.

## EDUCATIONAL TRACKING

The countless educational inputs possible in the DIDIY scenarios open up the issue of tracking, since **students will need more and more to get an overview** of what they have learned and of the inputs coming from different fields. Tracking is not anymore a prerogative of schools only, but also of all the other places that form the new learning ecosystem.

## ONLINE AND OFFLINE EDUCATION

The digital learning through online platform is more effective when supported by **offline sessions**. This opens up issues on finding the **right balance** between online and offline learning practice, taking into consideration the need of building up a community.



# WORK

## TECHNOLOGY AS A MEAN FOR INNOVATION

The DIDIY practice has a great potential in bringing innovation in companies. This opens up issues on how to make companies see technology not as the innovation itself, but as a mean to generate innovation that must be connected to other dimensions (such as new scenarios, new product/service offering, new business model and so on).

## OPENNESS AND COLLABORATION

Sharing ideas, projects, helping others, making and connecting characterize people working in the DIDIY under the collaboration perspective. The presence of digital technologies enabling information sharing may generate a higher degree of openness. This opens up issue on how to shift from an individual mindset to a collaborative one and how to introduce higher levels of openness and cooperation in the working environment to foster team building and innovation.



## ACCESSIBILITY AND INCLUSION

The ease of access to technologies allows individuals and organizations to draw on knowledge and skills, consequently qualifying their growth. This opens up issues on how to include and empower individuals and organizations in the processes of creating and generating knowledge, taking advantage of the waste range of materials already available in companies, and creating a virtuous system.

## DIGITAL SKILLS

The DIDIY practice needs digital skills that are not always already present in companies. This opens up issues on how to draw on the digital skills necessary to identify the knowledge needed and to manage and carry out meaningful projects in the DIDIY scenario.



## SOLVE IT TOGETHER

Solve it together is the attitude of facing a challenge through the use of collective knowledge and an active and dynamic participation of the community. Workers involved in DIDIY have this kind of personal attitude, open to new inputs and feedback and working through trials and errors. This opens up issues on how to foster on companies's populations this mindset and this new way of working.



## MOTIVATION

The DIDIY practice follows logics that are different from the work-related traditional ones and create new paradigmas based on openness and sharing. This scenario opens up issues on understanding how to trigger and to keep high the motivation of the people, through a remuneration system that is not necessary based on money.

## TACIT KNOWLEDGE

Companies own and preserve specific tacit and local knowledge that are linked to manual skills and craftsmanship, fundamental in the DIDIY practice. It is therefore important to understand how to spread this knowledge on a global and shared dimension.

## KNOW-HOW POINTS

Companies are not always equipped with new digital production technologies and at the same don't necessarily own internal competences and knowledge in the DIDIY scenario. External know-how points (such as FabLabs or Makers Spaces) become in this perspective very important for the growth of companies and this opens up the necessity of creating bridges and connections with them.



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### KNOW-HOW POINTS NETWORK

Companies need the connection with external know-how points (such as FabLabs or Maker Spaces) but this places are not always connected to each other and don't always present themselves with a strong and coherent communication and presence. This opens up issues on how to better aggregate them in order to create an identity univocally recognizable by the companies.

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### CORPORATE EDUCATION

The new skills needed in the DIDIY scenario are not longer acquirable through traditional corporate education. In a company context where the working methods are usually inflexible and do not facilitate the growth of the individual as an individual worker capable of producing concrete results in short times and with few resources, the spirit of the FabLabs or Maker Spaces is taken as inspiration and example to change the mindset of the employees and managers. It is therefore meaningful to understand how to organize residential and immersive experiences for employees in order to breath in the daily climate of these spaces.



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### MARKET NEEDS

The shared projects based on local needs are a great litmus test of the market needs of specific geographic areas. The same function can be seen in places like FabLabs or Maker Spaces. For companies it becomes therefore a great opportunity to understand how to derive market insights from these projects.



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### SUBJECTIVE PURPOSE

The DIDIY practice can potentially bring a great added value both to the private and hobby sphere and in the professional work one. However the boundaries between the two are not always clear, as well as the purpose of the single DIDIY initiatives. This opens up issues on how to foster a greater awareness on the purposes of any DIDIY initiative and on the peculiar impact on everyone's personal path.

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### BUSINESS OPPORTUNITIES

The shared projects and knowledge could turn into business opportunities for companies. This opens us issues in understanding how to exploit this possibility, maintaining and ethical and responsible attitude.





# CREATIVE



## TRUST

Mutual trust among the members of a creative community is a crucial element, since it assures the use of the shared knowledge and information. This opens up issues in understanding how to design trustfully environments (both online and offline) where people trust other's contributions.

## QUALITY SCREENING

In the DIDIY scenario everybody can use knowledge generated by other people. This opens up issues in understanding how to help and support the medium users in distinguishing good and qualitative contents from less qualitative ones.



## FREEDOM OF SELF-REINVENTING

The access to resources allows the individual to develop both specific technological competences and soft/life skills that enable him/her to follow his/her own interests and to experiment new capacities. This opens up issues on how to support people in the self-reinvention process both at a professional and private level.

## REPUTATION AS CURRENCY

The mechanisms of DIDIY give to charismatic individuals the possibility of increasing their reputation and recognition by the community, that is intended as a sort of new currency. This opens up issues on how to review leader's roles and mostly how to recognize them even in not DIDIY-like environment.

## SENSE OF RESPONSIBILITY

In the DIDIY scenario people are sharing self-generated content without boundaries or limitations. This opens up issues in understanding how to trigger a sense of responsibility in people, and encourage them to share valuable and high quality contents.

## REVIEW OF PROFESSIONAL ROLES

The DIDIY practice carries the risk that the role of some traditional professionals gets discredited (for example the job of architects). This opens up issues on how to meaningfully renew these professions.

## EXCHANGE AS CURRENCY

The mechanisms of DIDIY allow new business modalities, that are often not based on money exchange but based on an exchange of information and knowledge, creating in this way a sort of new currency. This opens up issues on how to manage and assure the right use of this currency creating a responsible and ethical environment



## DIFFERENT PERSPECTIVE

In the DIDIY scenario the society is not aligning anymore to the classic lifestyle in which the economic power and the consumerism define the position and role of the individuals. The new society puts the human at the centre, it takes care of his/her needs and is based on the resourceful attitude of the collective to generate change. This opens up issues on how to develop a new culture that takes care of the individual and encourages collaboration.





### ACTIVATOR

In DIDIY communities it is fundamental to keep the motivation to participate high and to build up and strengthen the relationships inside of it. This opens up issues on how to identify and encourage the figure of an activator who fosters and supports motivation and participation.

### OVERCOMING OF STANDARDIZATION

Makers can overcome the logics of standardization in production processes. This opens up issues on how to build an environment that triggers the development of creative and lateral thinking.

### PERSONAL AESTHETIC

The DIDIY practice can support individuals in the creation of a sort of personal branding, based on the creation and on the appreciation of DIDIY products. This opens up issues on how to support individuals in the definition of the self-aesthetic.



### GENERATIONAL GAP

The level of adoption and use of digital technologies in Pre-Millennials and Millennials is very different both in the private and the professional sphere. It is therefore fundamental to fill this gap, in order to spread the use of digital technologies even within the Pre-Millennials generations and let them perceive the potentialities of the digital making.

### MULTI CHANNEL

Often Makers locally produce products and are then shared with the community on online platforms. This opens up issues on how to take the best advantages from this multiple channels and how to harmonize the online and offline moments in a single, meaningful experience.

### COLLABORATION

In the DIDIY scenario it is fundamental to encourage the practice of working and creating together, learning from each other and with the others, and sharing experiences and knowledge. This opens up issues on how to enable the collaboration through both online and offline tools and facilities.



### INNOVATION POTENTIAL

In the DIDIY practice often makers are building up valuable projects, without realizing their innovative potential. This opens up issues on how to help makers to realize the potentiality of their work.

### SPREADING GAP

The DIDIY practice is spreading in niche environments. However is not yet getting closer to people that are into other topics and therefore don't enter in daily contact with the possibilities offered by these new production modalities. This opens up issues on how to fill this gap.

### CONTAMINATION BETWEEN REAL AND VIRTUAL

The DIDIY practice gives the possibility to re-connect the real and the virtual world. This opens up issues on how to meaningfully contaminate them.

### LONG TERM PLANNING

In order to act in a DIDIY perspective the individual needs to plan what he/she needs in a long term, in order to have the needed time to start a self-production which means a slower production than the traditional one. This opens up issues on how to support individuals in the shift towards this new slow mindset.



# LEGAL

## NEW FORMS OF RESPONSIBILITIES

In the DIDIY scenario everything is open and accessible. This opens up issues on making the responsibilities of each person clear in respect of the projects/idea he/she shares, in order to foster a conscious control of their actions and create a safe environment.

## INTELLECTUAL PROPERTY PATH

The kind of innovative projects generate in the DIDIY scenario are different from each other and therefore need also different kind of protection in terms of intellectual property. This opens up issues on how to help users to understand the kind of innovation they are creating in order to identify the legal protection they need.

## EXPERTS SUPPORT

Understanding the legal implication of user's actions and the protection system offered is not always easy for the medium user. This opens up issues on how to put in contact legal experts with the DIDIY practitioner in a meaningful and helpful way.



## USER-PROPOSED SIMPLIFICATION

The laws and regulations around the topic of DIDIY are many and complex. This opens up issues on how to underlying the most-needed by the user, involving them in this identification process.

## DAMAGE OF THE FREEDOM OF SHARING

The freedom of sharing is considered a crucial aspect in the DIDIY practice. The legal aspects that help creative people to protect their innovative ideas could be seen as a damage of the DIDIY spirit. This opens up issues on how to find the right balance between the needed protection and the intrinsic spirit of DIDIY

## PROPERTY OF INNOVATION

In the DIDIY scenario people create innovative ideas that are shared with the community, often without considering any kind of intellectual property. This opens up issues on how to help creative people to protect their ideas or at least to be aware that, through online sharing and publications, they lose some rights.



## TRANSLATION OF LANGUAGE

In the DIDIY scenario regulations about the use of shared knowledge and about the implication of sharing are proper by often not clear to the users. This opens up issues on how to create smart rules that translate this regulations in an easy language and make responsibilities and legal implications immediately understandable.

## EFFECTIVE COMMUNICATION

In the DIDIY scenario the regulations are on the one hand complicated to understand and on the other hand not clearly and widely communicated. This opens up issues on how to better spread awareness about legal implications through effective communication initiatives.

## QUALITY ASSURANCE

In the DIDIY scenario everybody can share any contents without any kind of limitations. This opens up issues on how to protect the medium user from using less qualitative material, also in the perspective of protecting personal safety.