



Working Papers – 2006

March 2006 **E-Me for Eternity**

We enter appointments into our computers, dial calls on our cell phones, purchase products with our credit cards, send e-mails and text messages – dozens of seemingly trivial tasks like these are performed every day by millions. In doing all this, we are continually adding chapters to our electronic autobiography, or what is sometimes referred to as our *data shadow*. Originally coined by Prof. Alan Westin, it describes the concept that bringing together different records could completely track an individual's life. And now all this will reside inside data systems for indefinite periods of time. In fact, whatever we blog or video in digital and online format will remain for all to see, disseminate and utilize for years to come. Job seekers, beware. You will be measured by what you do on Facebook.

March 2006 **Neolescence**

The Industrial Revolution created, among other things, adolescence, prolonging the dependency and education period for young people. The pre-career education phase is lengthening, which may well extend adolescence into the 30s. Smaller families often mean that parent-child bonds remain in place longer. Online activities increasingly keep young adults in a play world, delaying their maturity and their growth into fully functioning adults.

June 2006 **Morphed Technology Platforms**

The initial stages of innovation give birth to simple solutions, meant to achieve singular tasks. But now, technologies and applications are being fused. It is commonplace, for example, to use cell phones (initially designed for telephony) for sending emails, paying bills, getting directions, browsing the internet, watching video, listening to music and playing games. The cell phone is used to pay for parking in France, to pay for refreshments and gain entry to stadiums in the Netherlands, and to buy bus tickets in Germany. Beyond the intentional steps companies are taking to create revenue streams, there are the spontaneous eruptions of user-based creativity that are carving out new and unforeseen areas. The challenges will include accounting for the rights to value creation arising out of the morphing, the ease of skills transference that enables videogame players to rescue victims of earthquakes and perform brain surgery because everything uses platforms similar to gaming, the inability to delineate between industries as they cross over into each others' businesses, and the U.S.-centric nature of the internet as more people from elsewhere dominate its use.

December 2006 **“Learning” in the 21st Century**

As a result of the multimedia explosion, the emphasis in education will be forced to shift from *teaching* to *learning*. New tools enable people to experience in virtual environments, to engage in context, to learn throughout their lives – starting earlier and continuing indefinitely – and to be reached in remote and underserved regions or settings. Self-direction and design are more popular with children, downloading lessens the cost of curriculum materials for everyone, private enterprise is innovating in the education space and social network sites enable peer learning.