

# Chapter 7

## Coworking With the Notebook: Copy and Creativity Cultures

### ABSTRACT

*The concept of establishing socio-technical systems transferred to the philosophy of education puts new questions before us: What does work look like in such a system, and what does the phenomenon of learning represent in its configuration? The chapter works with two ideal types as basic concepts of approach to learning: the culture of copying and the culture of creativity. The chapter shows how creativity, as a central theme of the philosophy of education, will be important in a new conception of education, without diminishing the importance of learning facts or precise procedures. At the same time, the chapter points out the risks and consequences of rethinking education as a process using the constant collaboration of man and technology, and what effects in the field of education can be associated with the consistent application of the theory of the extended mind to the educational area.*

### INTRODUCTION

In this chapter, we look at the implications of digital-human collaboration for the goals of education and the forms it might take. We will specifically focus on two pure types - the culture of copying, for which it is significant that it consists in the reproduction of knowledge and practices, and the culture of creativity, for which, significantly, it consists in production and originality. We will show how education must be transformed in order not to end up in a one-sided preference for one of these cultures, on the one hand, and to be able to encourage students to become inhabitants of the realm of the culture of creativity, on the other. At the same time, we will describe the risks and possible limits of implementing the distributed

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cognition model in the educational process and offer possible answers on how to cope with them.

So far, we have assumed that Otto cannot remember information for more than a few minutes. Therefore, he needs a notebook to copy everything he has just learned, taught, or invented because the only way to get back to the information is to find it in a paper notebook.

We now extend our metaphor in our analysis of how it works - let Otto not be ill but still use his notebook to expand his cognitive capabilities. We have said that there is a decentralised confluence that opens up the possibility of connectivity with all other participants in information interactions. Our question is spot on - what options does Otto have if he wants to work with the notebook? Moreover, what do these options allow him to do?

We will discuss the two ideal types<sup>1</sup> as the two basic styles of working with a notebook. At the same time, we emphasise that notebook work is nothing more than a form of problem-solving or a situation into which Otto is thrust.

The following table gives an overview of the two ideal types of cultures. With the development of modern technology and the advent of artificial intelligence, it can be expected that even if the development of education is guided only by the 'needs of the labour market of the moment', we will see a gradual shift from the culture of copying associated with Herbartian pedagogy to a culture of creativity. Let us again stress that these are ideal types so that both in a real school co-occur. What we consider essential here is the determination of their appropriate ratio and the gradual shift of the centre of gravity of authentic school culture towards the culture of creativity.

*Table 1. Overview of two types of cultures*

	<b>Copy culture</b>	<b>Culture of creativity</b>
<b>The nature of knowledge</b>	It is fixed and unchanging.	Knowledge emerges as a temporally and situationally dependent dynamic structure.
<b>The role of physicality</b>	The body has no specific meaning for the process of education.	The body is essential for the operation of learning, cognition, for the structuring of concepts.
<b>The most important virtue</b>	Obedience, diligence, punctuality.	Creativity, courage to experiment, and critical work with information.
<b>Metaphors associated with learning</b>	The Nuremberg funnel.	Networked learning.
<b>Typical didactic method</b>	Drill, rote learning, repetition, rote learning.	Creative problem solving, project-based learning, heuristic teaching.

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