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Jukes, Ian; McCain, Ted & Crockett, Lee. (2010). *Living on the Future Edge: Windows on Tomorrow*. Kelowna, BC, Canada: 21st Century Fluency Project Inc.

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Reviewed by Jennifer A. Rose-Woodward
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Living on the Future Edge is the first in a series of six books put together by the 21st Century Fluency Project. The 21st Century Fluency Project is a progressive thinking group effort that is dedicated to raising technological awareness mainly in the fields of education and business. The group strongly advocates for educators to make a solid commitment to reassess old methods and, with the use of modern technology, contemplate new ways to teach today's digital age learner. Through their website, they offer a wide range of learning kits and resource materials to support educators as they move from outdated, traditional styles to contemporary approaches that actively engage students. With the book's forward written by Steve Wozniak, co-founder of the Apple Corporation, *Living on the Future Edge* ushers readers on an eye

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opening journey through a variety of the latest innovations and offers a radically different perspective on the future of education. Most of all, the book delivers a clear message about change, heralding not its approach, but it's already unquestionable presence in every aspect of our society.

Throughout the opening chapters, *Living on the Future Edge* gives voice to the premise that human beings are generally wired to appreciate stability in their everyday lives. Within recent years, the digital revolution has created change with enormous velocity, altering every facet of what people do and how they do it. The feelings of apprehension are then compounded by the unstoppable momentum of change, making it easy to understand why so many are not only reluctant to embrace it, but reluctant to embrace it at the same pace. When change is not readily accepted, it creates a temporary crisis in the interim between past and future wisdom. Jukes, McCain, and Lee clearly illustrate that point by providing a historical perspective of previous problems in education that were resolved with forward thinking and a little ingenuity.

Along these lines, they liken these examples to the current educational system and present educators' inability or unwillingness to shift conventional instructional methods to incorporate new ideas and innovations to motivate today's learner, presenting the notion of "paradigm paralysis" (p. 5). Throughout the book, the authors assert that educators must work through their paralysis with a willingness to think outside of the box and adjust their teaching paradigms for digital age students because continuous change in the educational environment is a certainty. Recent and applicable trends such as Moore's theory are presented as evidence that the force of change is not going away. With Moore's theory, an inverse proportion is displayed when examining the capability of technology versus the cost. As the capacity and speed increase, the cost decreases, making it available to more people than ever before and thereby entrenching it more deeply in society. Another emerging trend reveals the rapidly growing demand for easily accessible information. Through a wide variety of mobile devices, students can be connected to the world, from any place, at any time. Through the investigation of these trends and others, it becomes more evident that progress will not slow down.

By letting go of outdated thinking and making decisive adjustments, educators can learn to work with the students of tomorrow.

Authors, Jukes, McCain, and Lee, conclude the book by offering innovative ideas for educators to incorporate into their classrooms and give them a broader perspective on their future roles as facilitators of education, rather than administrators. These new roles, while not traditional, will give empowerment to the learner and better prepare students for life in the digital age.

Living on the Future Edge is a moderately short book that is written candidly in clear language, with a conversational tone that makes it a lot less daunting than its title would suggest. Not at all overwhelming with technological terms, it is a relatively easy read, regardless of a reader's background. Each chapter is efficiently organized into succinct discussions that each offer compelling evidence for the authors' point of view. Unique pictures and interesting visual concepts are presented throughout the book to create a more appealing text for the reader. To illustrate trends and other important points, simple charts and graphs are also included. A bulleted summary box is found at the end of each chapter discussion to encapsulate principal ideas, as are several critical issues for readers to contemplate on their own. These concluding portions of each chapter make practical reference points for later recollection and conversation. The book, as a whole, is well designed and considering the profound nature of the subject matter and future impact, it manages to remain light and unintimidating.

To educators hoping to learn all they can about the latest innovations and those who are open to new classroom approaches that may actually reach today's students, *Living on the Future Edge* is an excellent source to provide information and offer inspiring ideas. Overall, it is an insightful and thought provoking manual for education in the 21st Century. Whether one fears or embraces the new technology, the reality is that it is here to stay and life, as previously known, is forever changed. Simply stated within the forward, by Steve Wozniak, "The future is here today".

For further information, contact
www.21stcenturyfluency.com.

About the Reviewer

Jennifer A. Rose-Woodward is currently finishing her dissertation and doctorate degree in educational leadership at College of Saint Mary in Omaha. She works as adjunct faculty in the teacher education department at the University of Nebraska at Omaha.

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