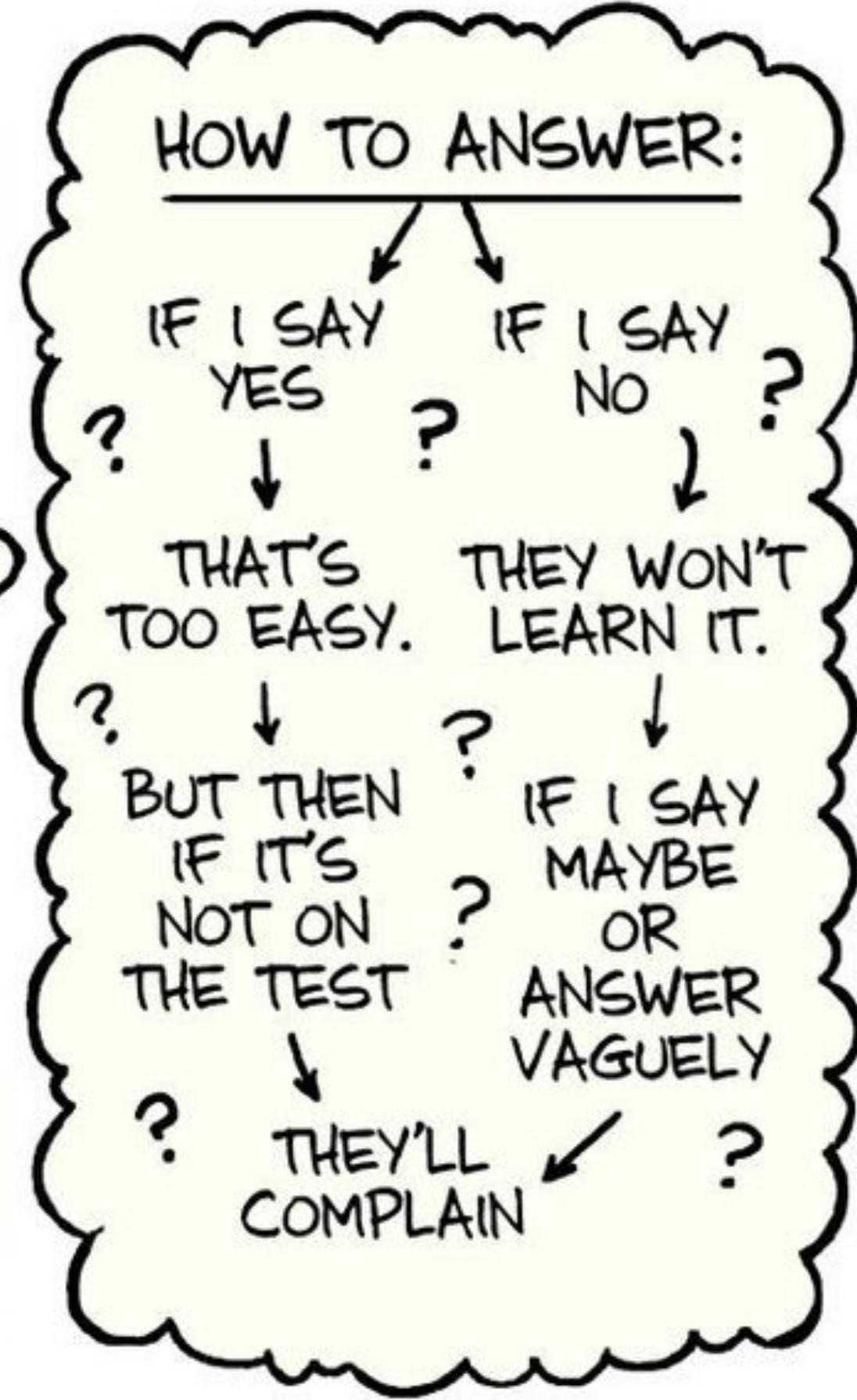




FUTURE ANYTHING

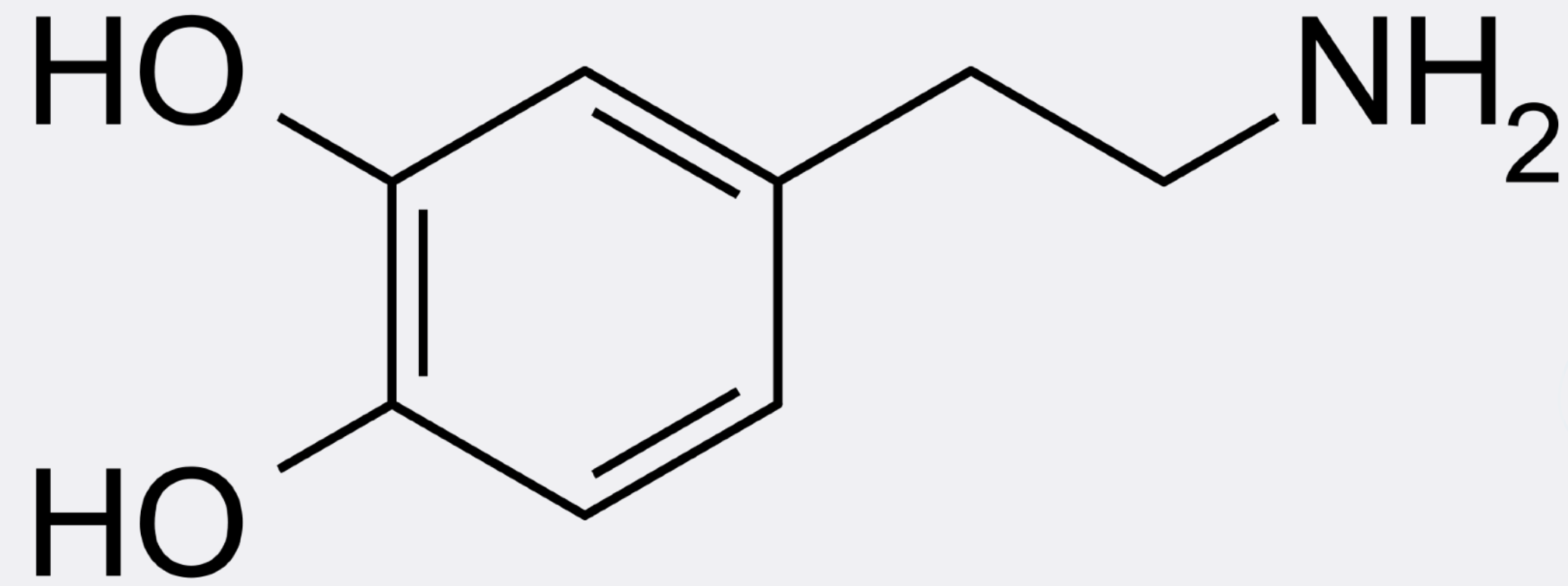
FutureFest Sydney

February 20, 2026

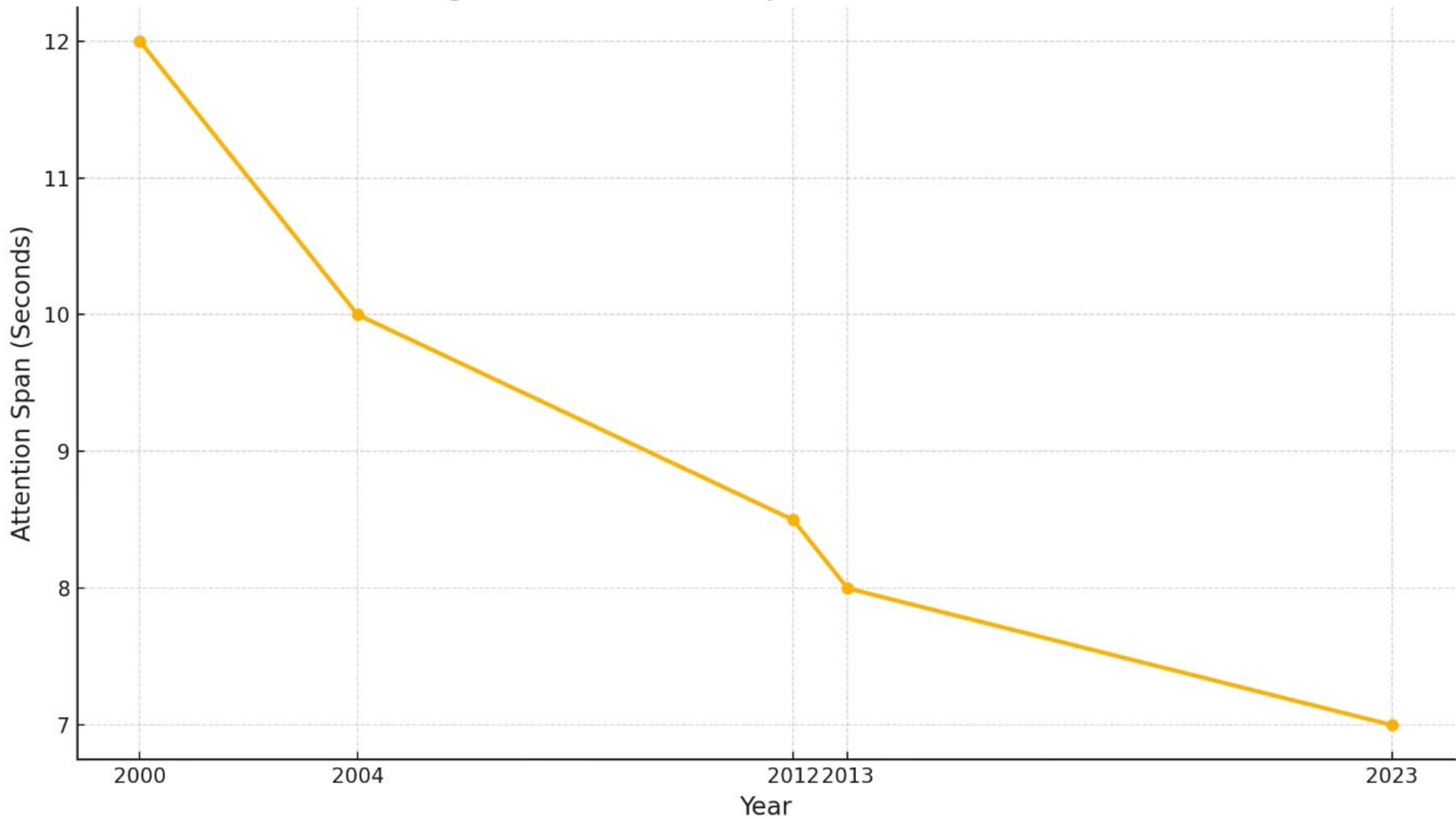




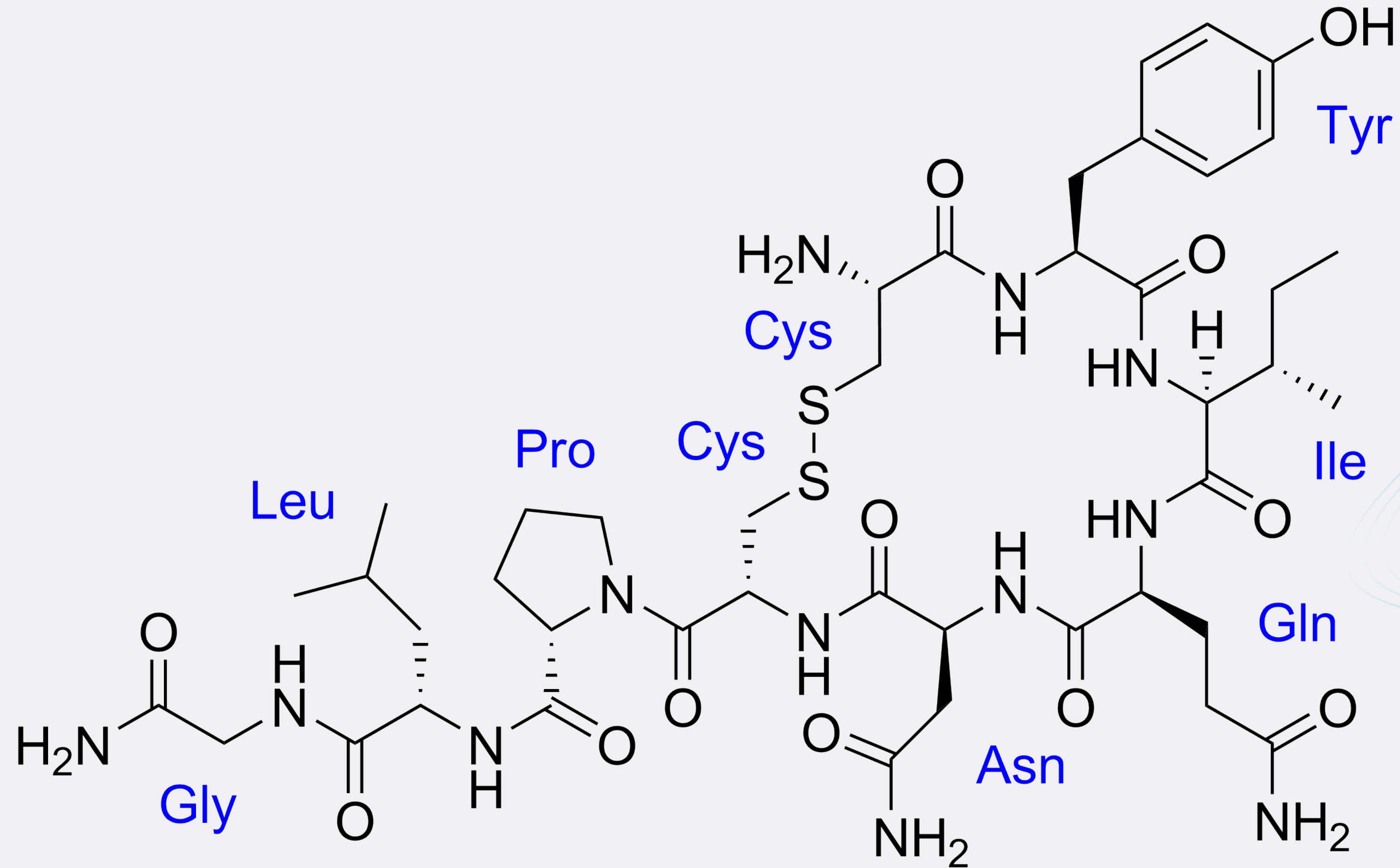
From attention...



Average Human Attention Span Over Time (2000-2023)

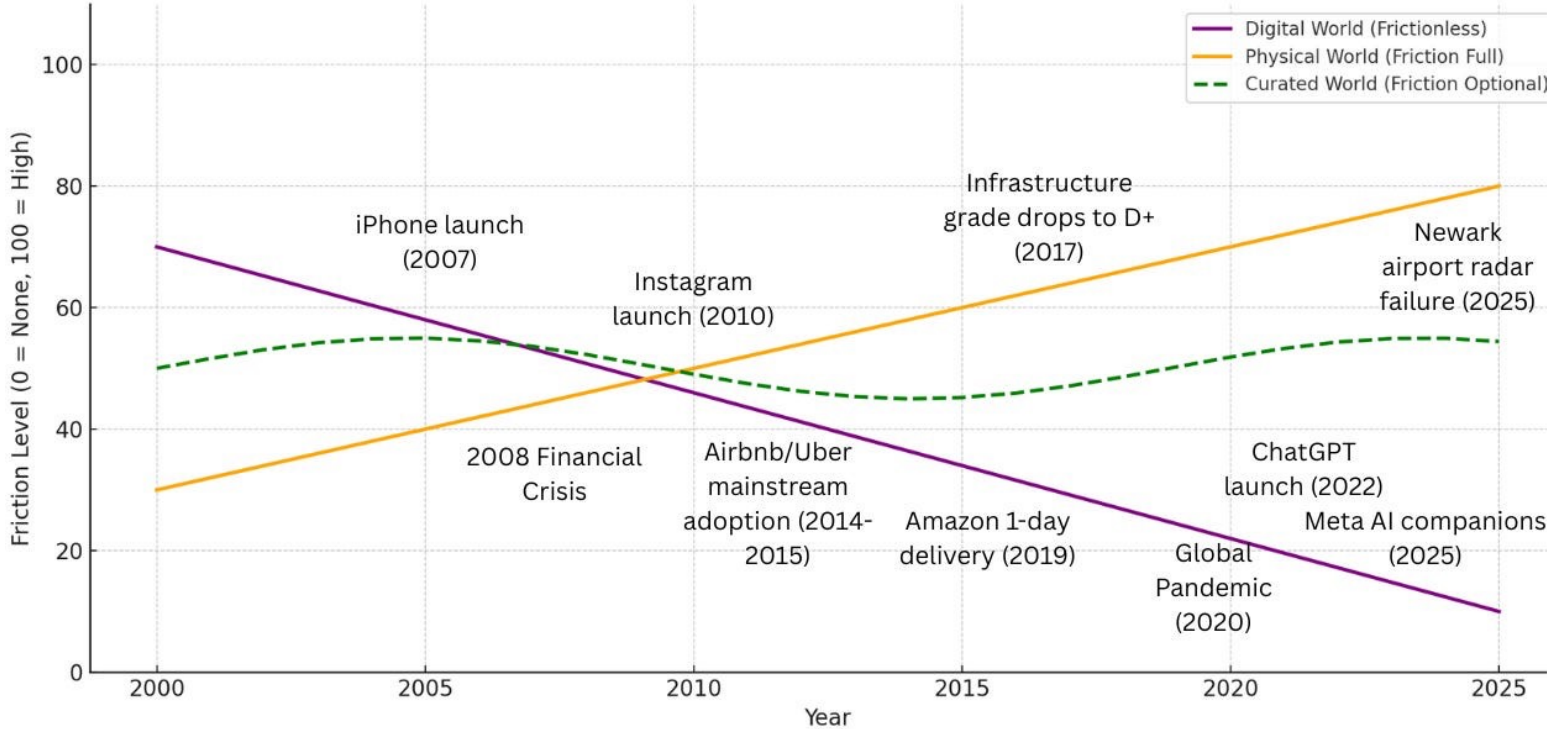






...to attachment.

The Friction Index (2000-2025)



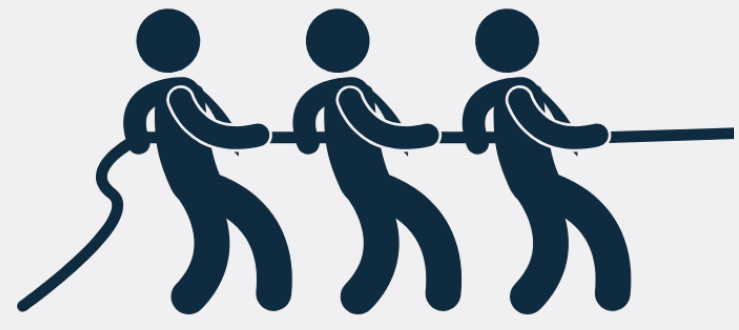


Engaged Learner



Compliant Learners





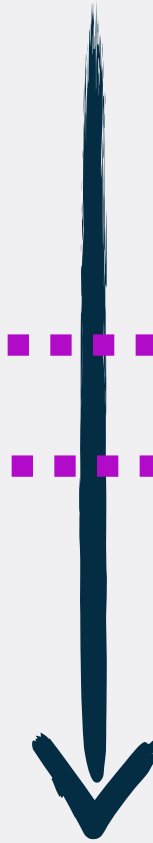
Comfortable

Predictable

Transactional



Uncomfortable



Transformational

Unpredictable

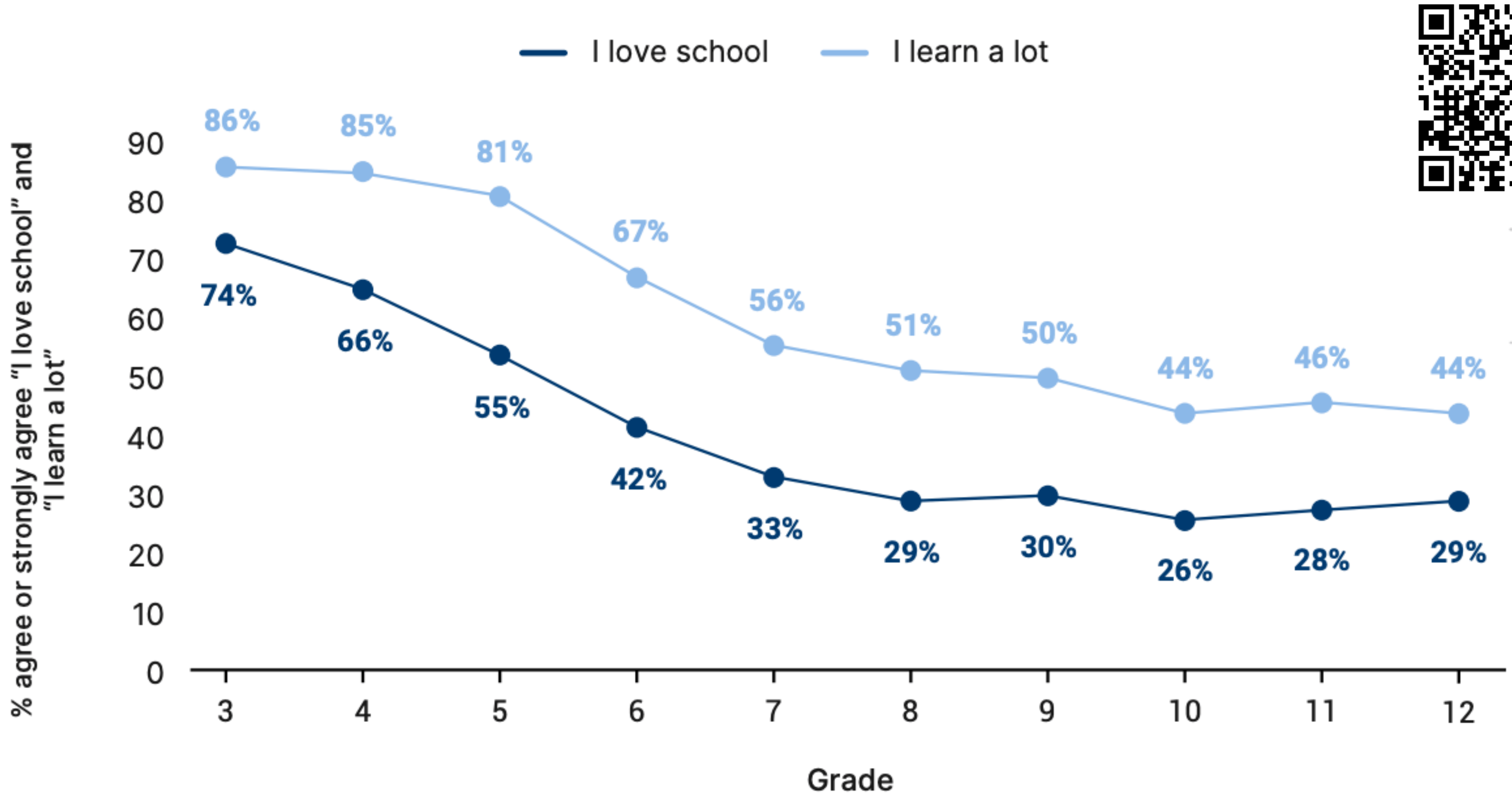


Design for Friction

Design for Efficiency



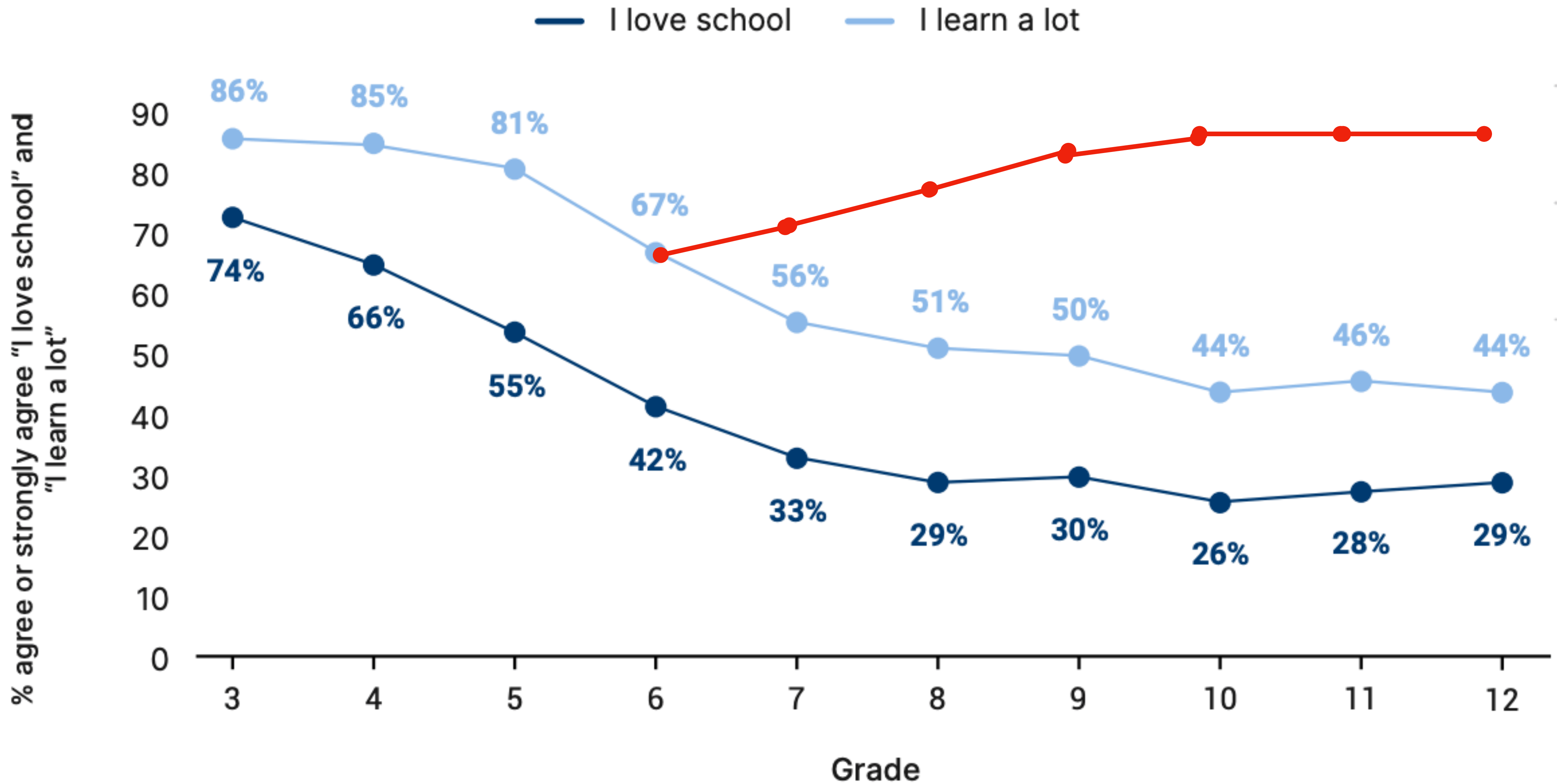
Percent of students who report: "I love school" and "I am learning a lot" by grade



**...is friction the missing
engagement link?**

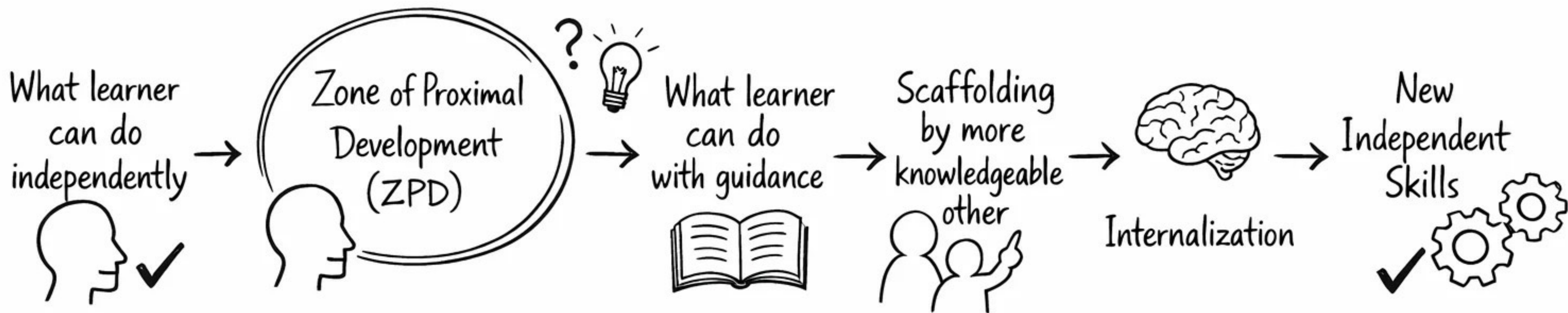


Percent of students who report: "I love school" and "I am learning a lot" by grade



**1. Make scaffolding
inconvenient.**







Goal-Oriented

Differentiated

Fading Support

Temporary

The real success is not a well-scaffolded task, but a learner who no longer needs it.



2. Engineer for failure.



**What's the learning
equivalent of 'skinned
knees'?**



High Fear of Failure

Self-Protectors

High Self-handicapping
High Defensive Pessimism
Low Helplessness

Over-Strivers

Low Self-handicapping
High Defensive Pessimism
Low Helplessness

Low Success Orientation

High Success Orientation

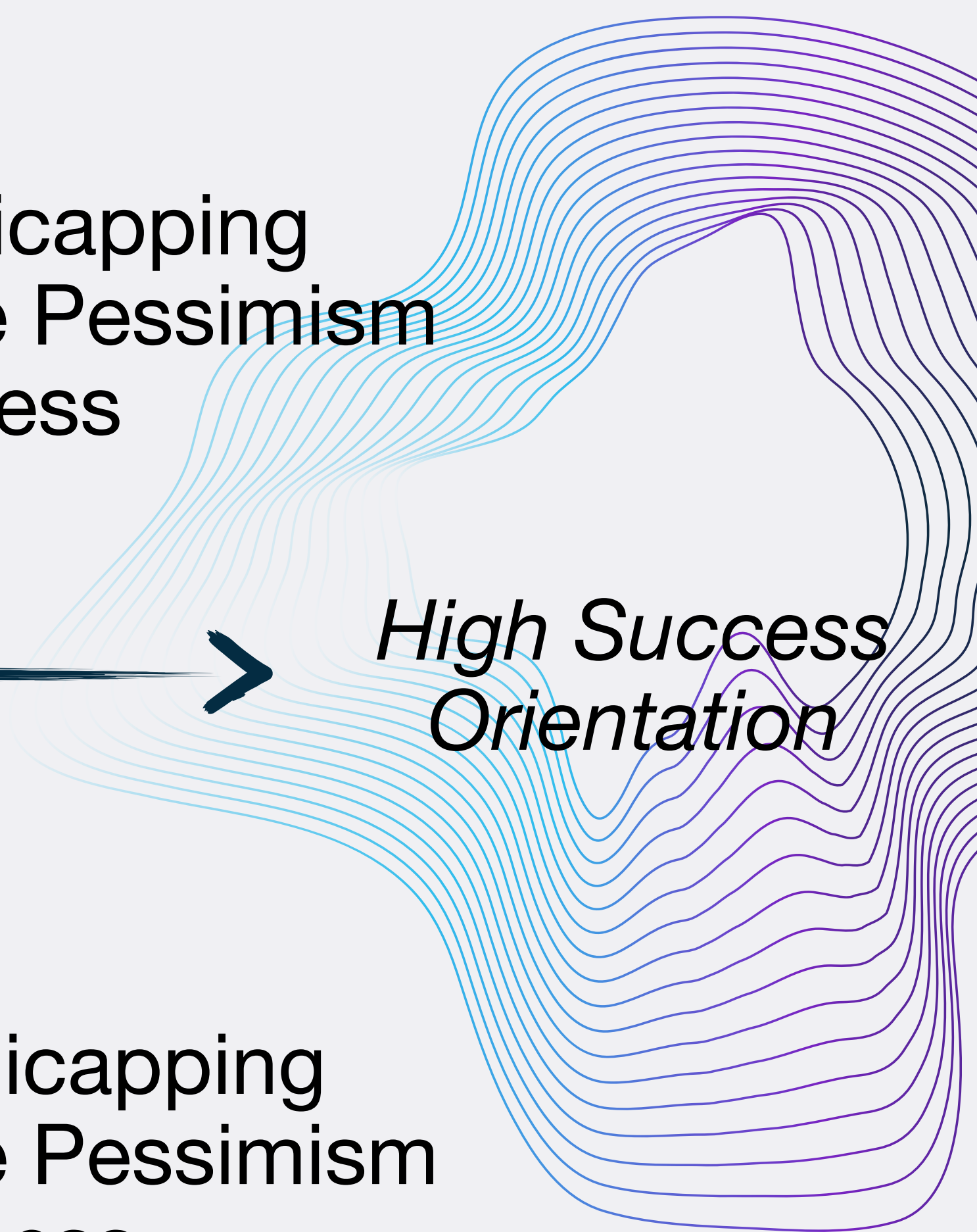
Failure Acceptors

Low Self-handicapping
Low Defensive Pessimism
High Helplessness

Optimists

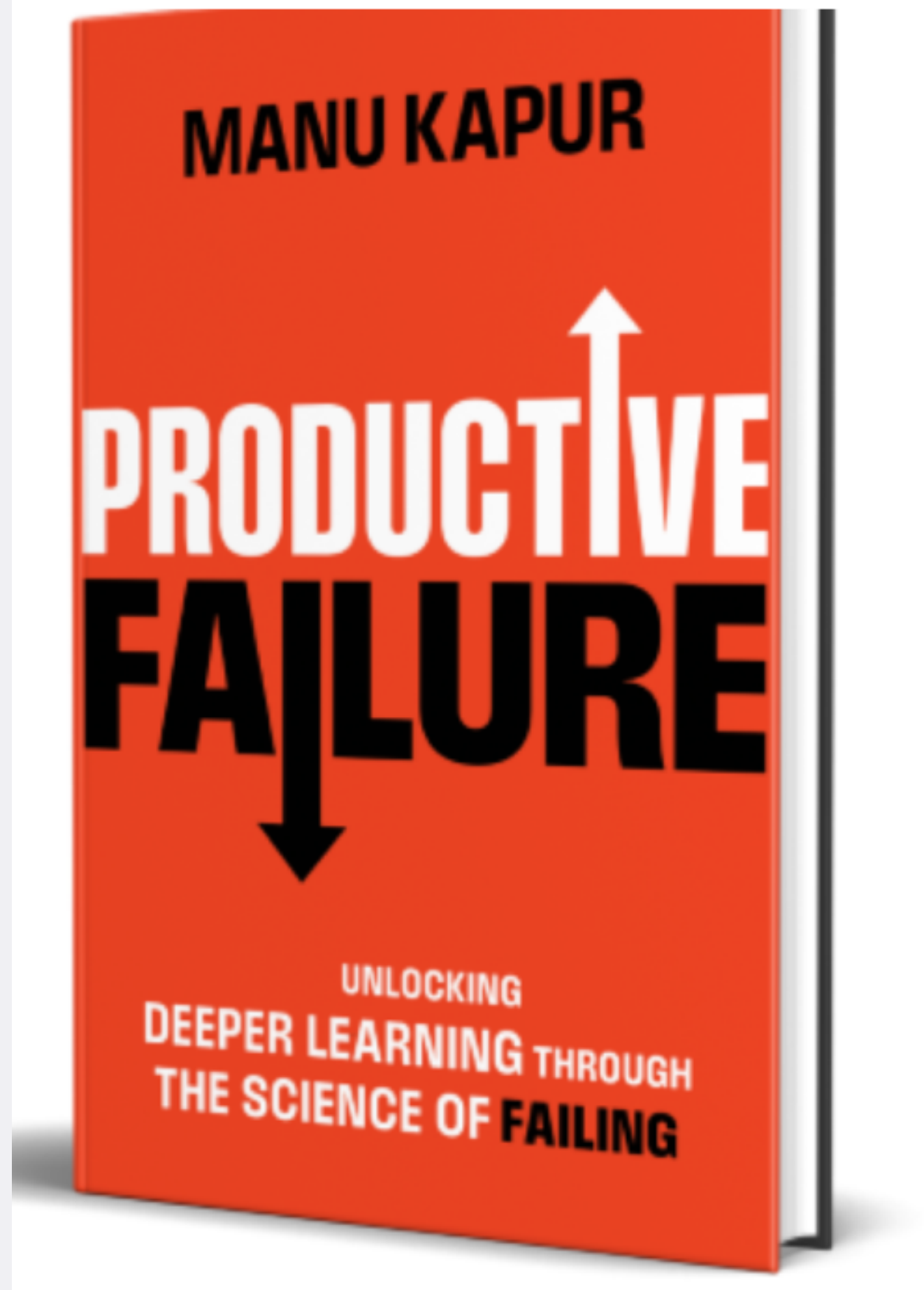
Low Self-handicapping
Low Defensive Pessimism
Low Helplessness

Low Fear of Failure



2. Engineer for **productive** failure.





Original Articles

Examining Productive Failure, Productive Success, Unproductive Failure, and Unproductive Success in Learning

Manu Kapur

Pages 289-299 | Published online: 07 Apr 2016

Cite this article

<https://doi.org/10.1080/00461520.2016.1155457>

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Abstract

Learning and performance are not always commensurable. Conditions that maximize performance in the initial learning may not maximize learning in the longer term. I exploit this incommensurability to theoretically and empirically interrogate four possibilities for design: productive success, productive failure, unproductive success, and unproductive failure. Instead of only looking at extreme comparisons between discovery learning and direct instruction, an analysis of the four design possibilities suggests a vast design space in between the two extremes that may be more productive for learning than the extremes. I show that even though direct instruction can be conceived as a productive success compared to discovery learning, theoretical and empirical analyses suggests that it may well be an unproductive success compared with examples of productive failure and productive success. Implications for theory and the design of instruction are discussed.

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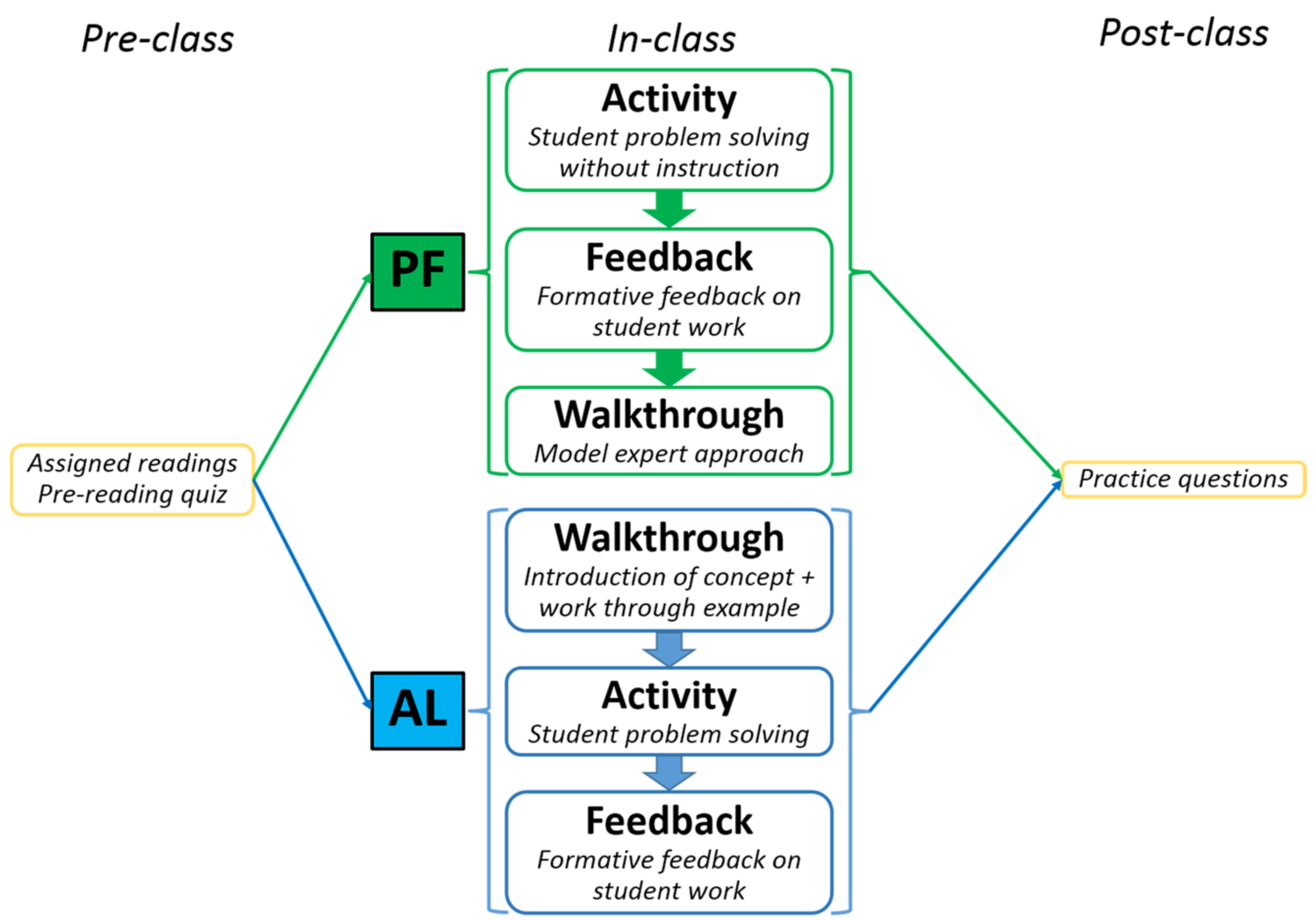
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"I loved RANGE." —Malcolm Gladwell

RANGE

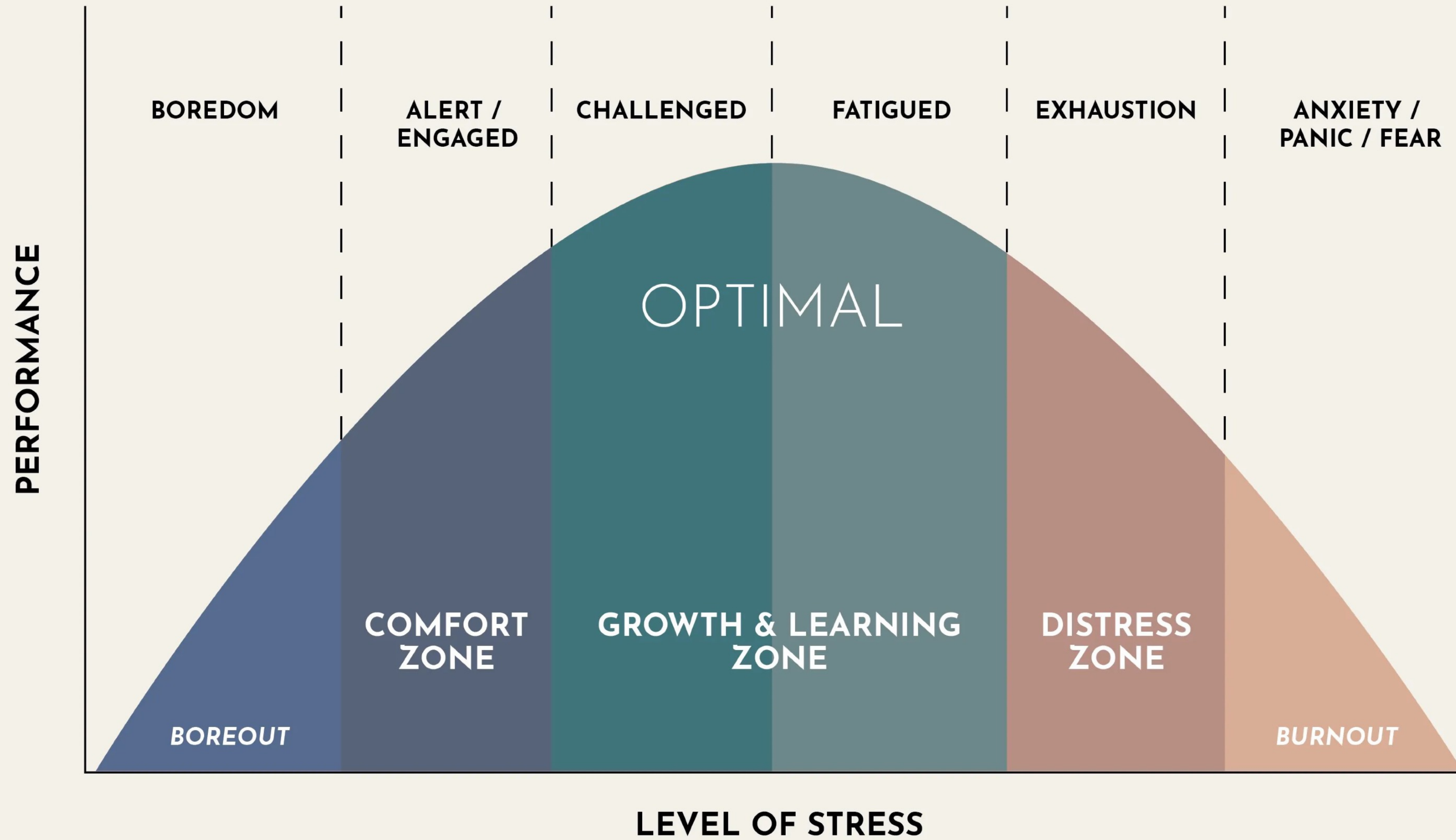
WHY GENERALISTS TRIUMPH
IN A SPECIALIZED WORLD



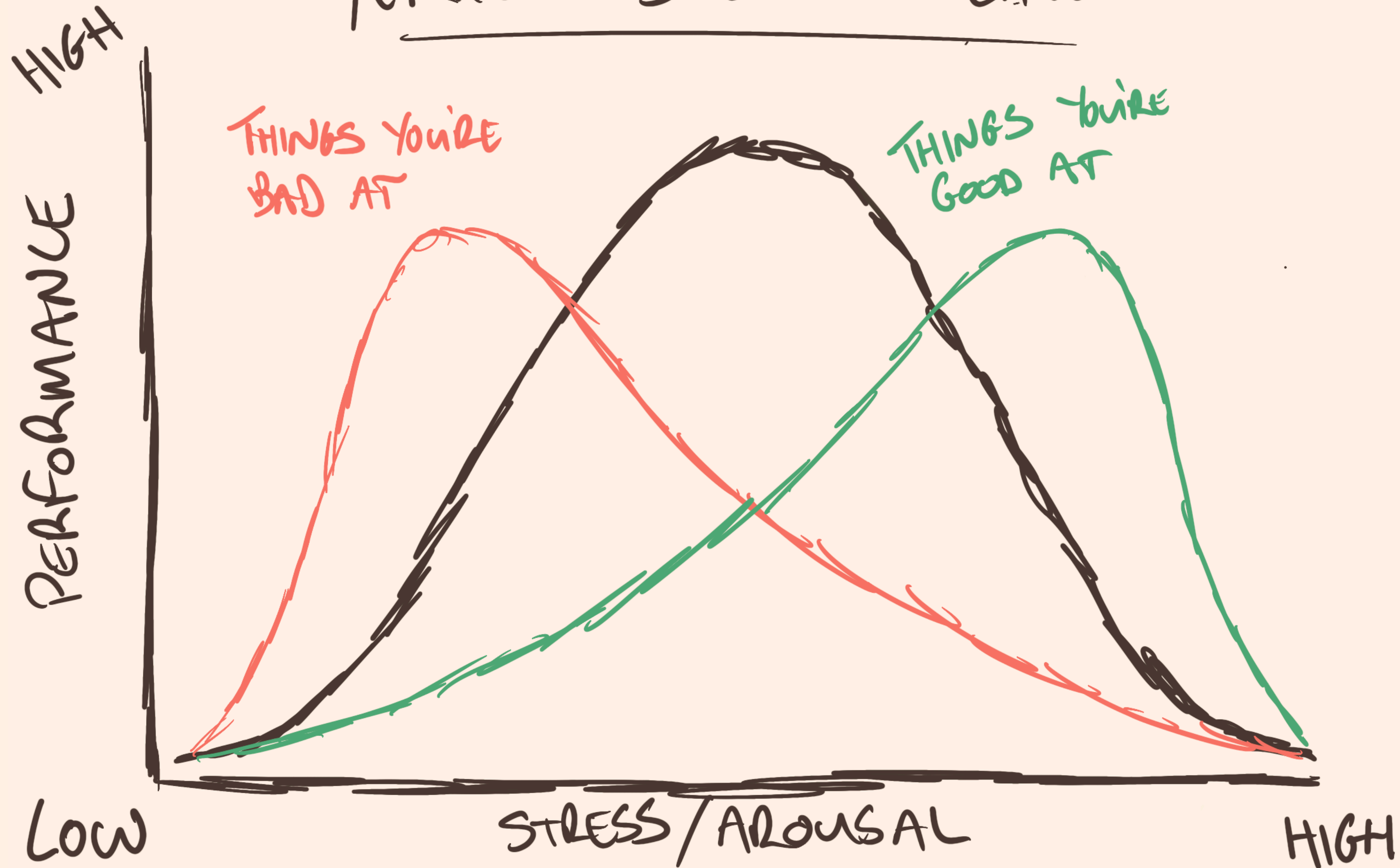
DAVID EPSTEIN

NEW YORK TIMES BESTSELLING AUTHOR
OF THE SPORTS GENE

Yerkes- Dodson Law



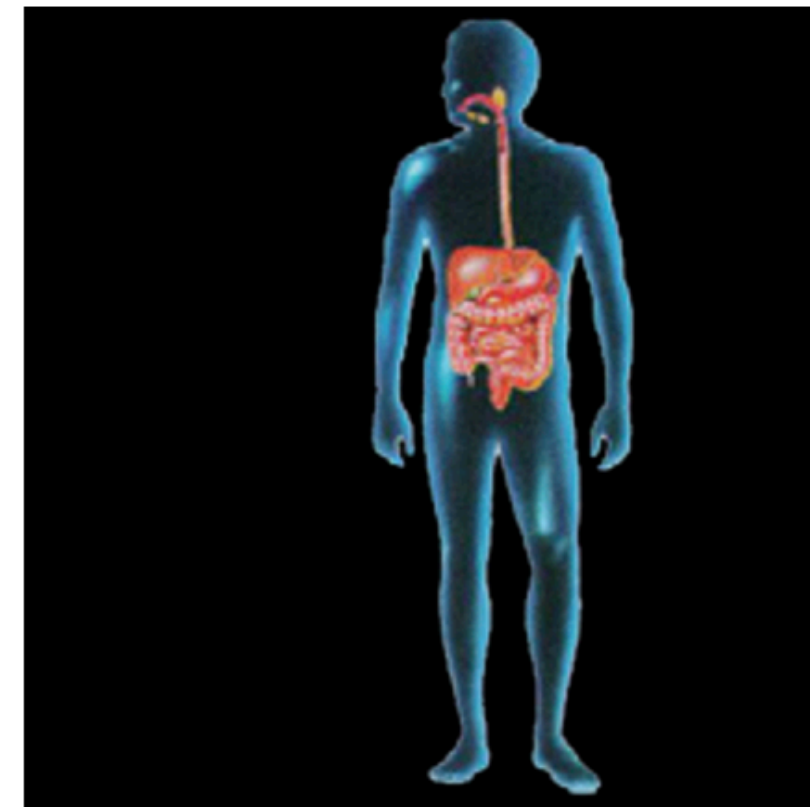
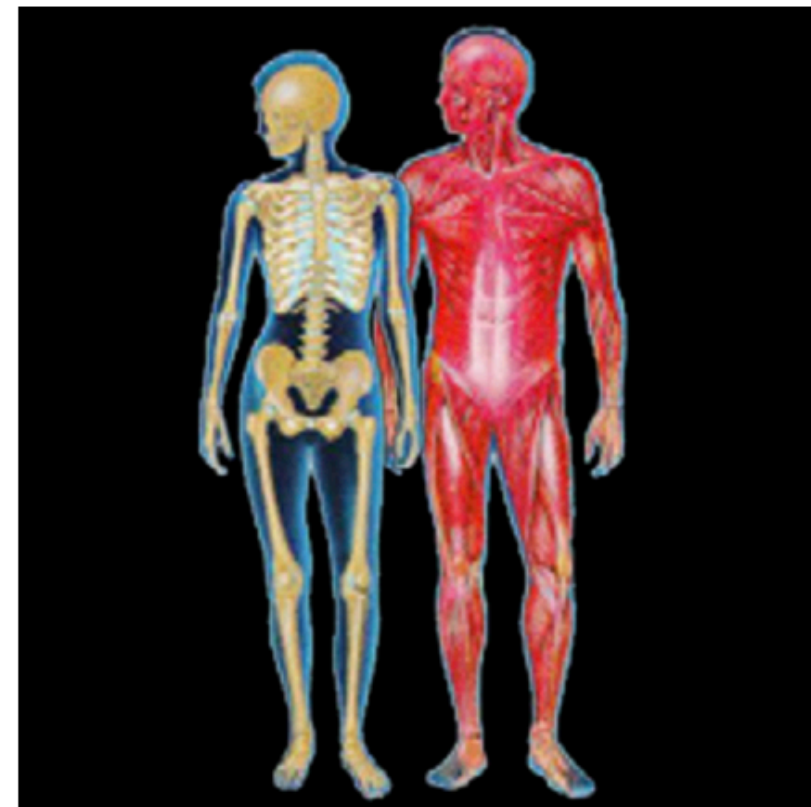
YERKES - DODSON LAW



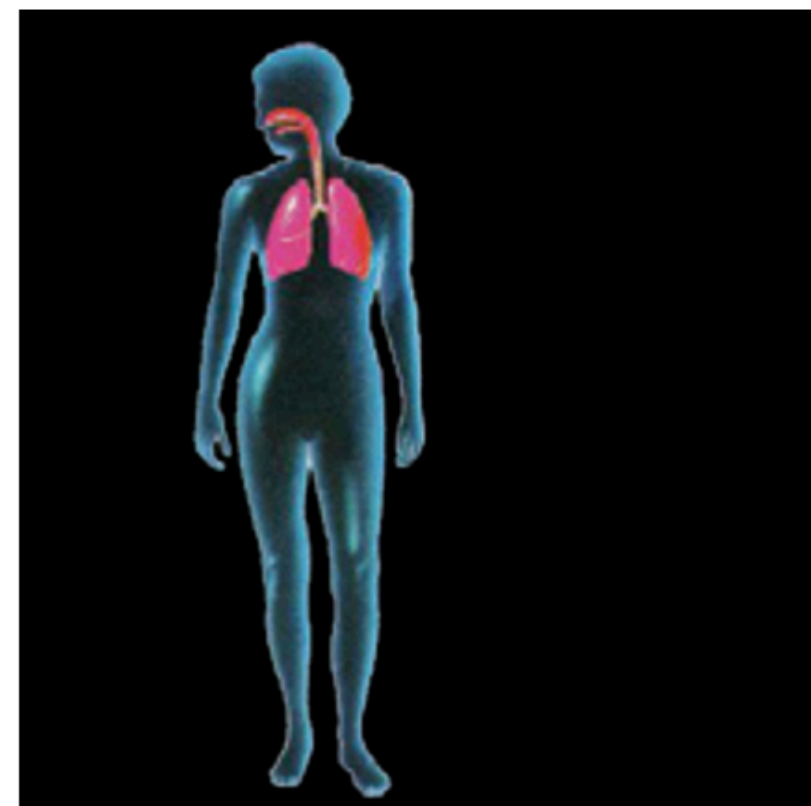
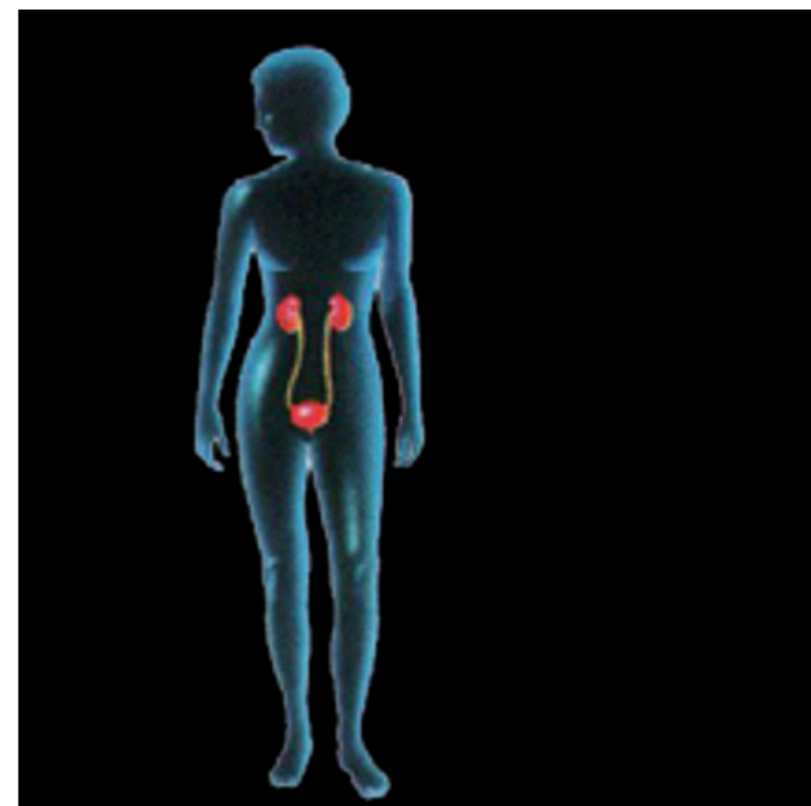
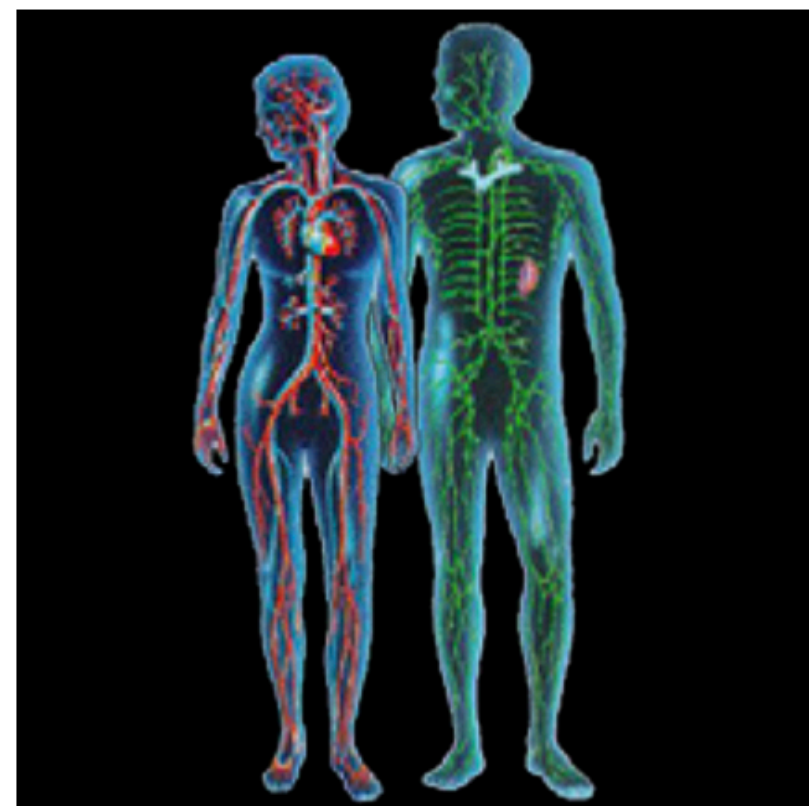
3. Start with relationships.



The human body.



Integumentary system (skin)
Skeleton + Muscle systems
Nervous + Endocrine systems
Digestive system

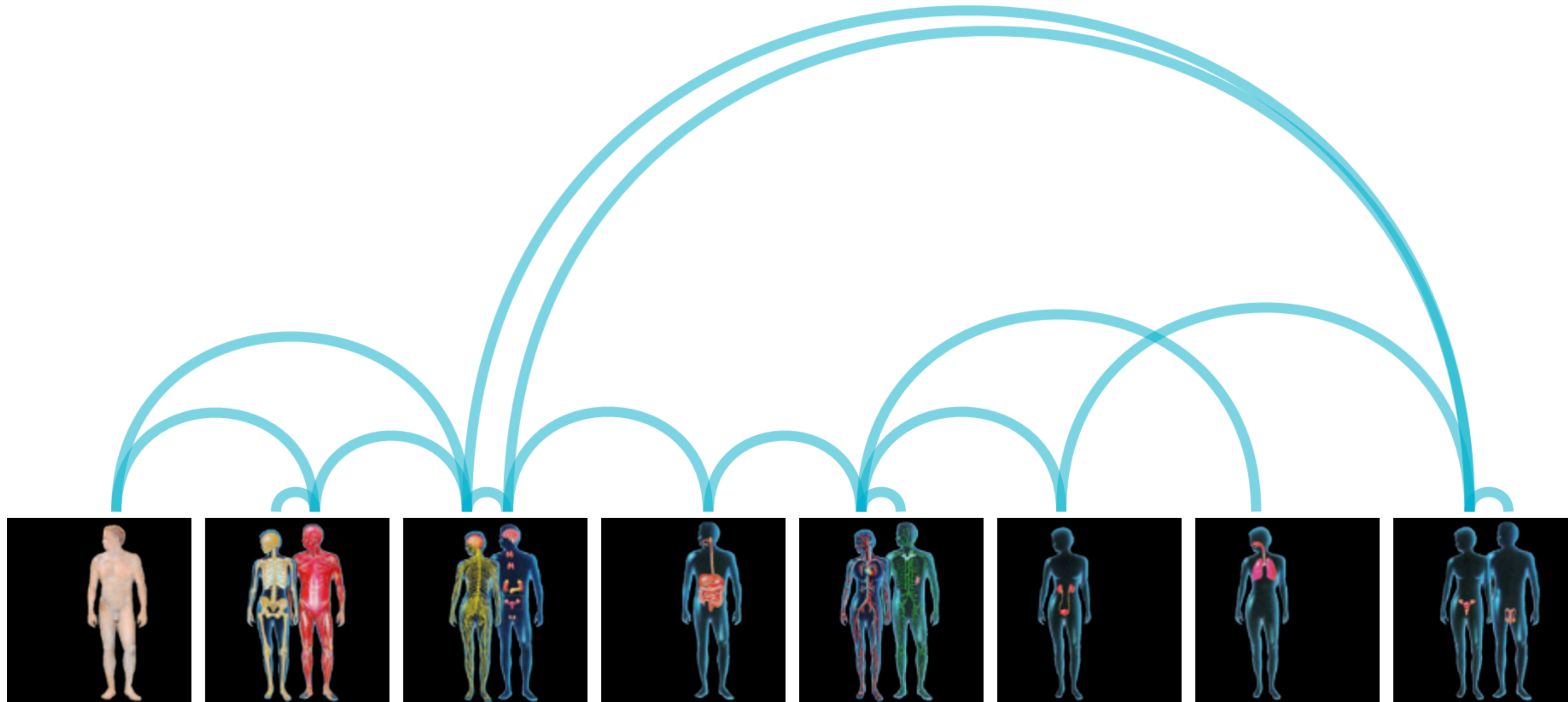


Circulatory + Lymphatic systems
Urinary system
Respiratory system
Reproductive system

Also ...
Not pictured
Immune system
Metabolic system

A system of systems.

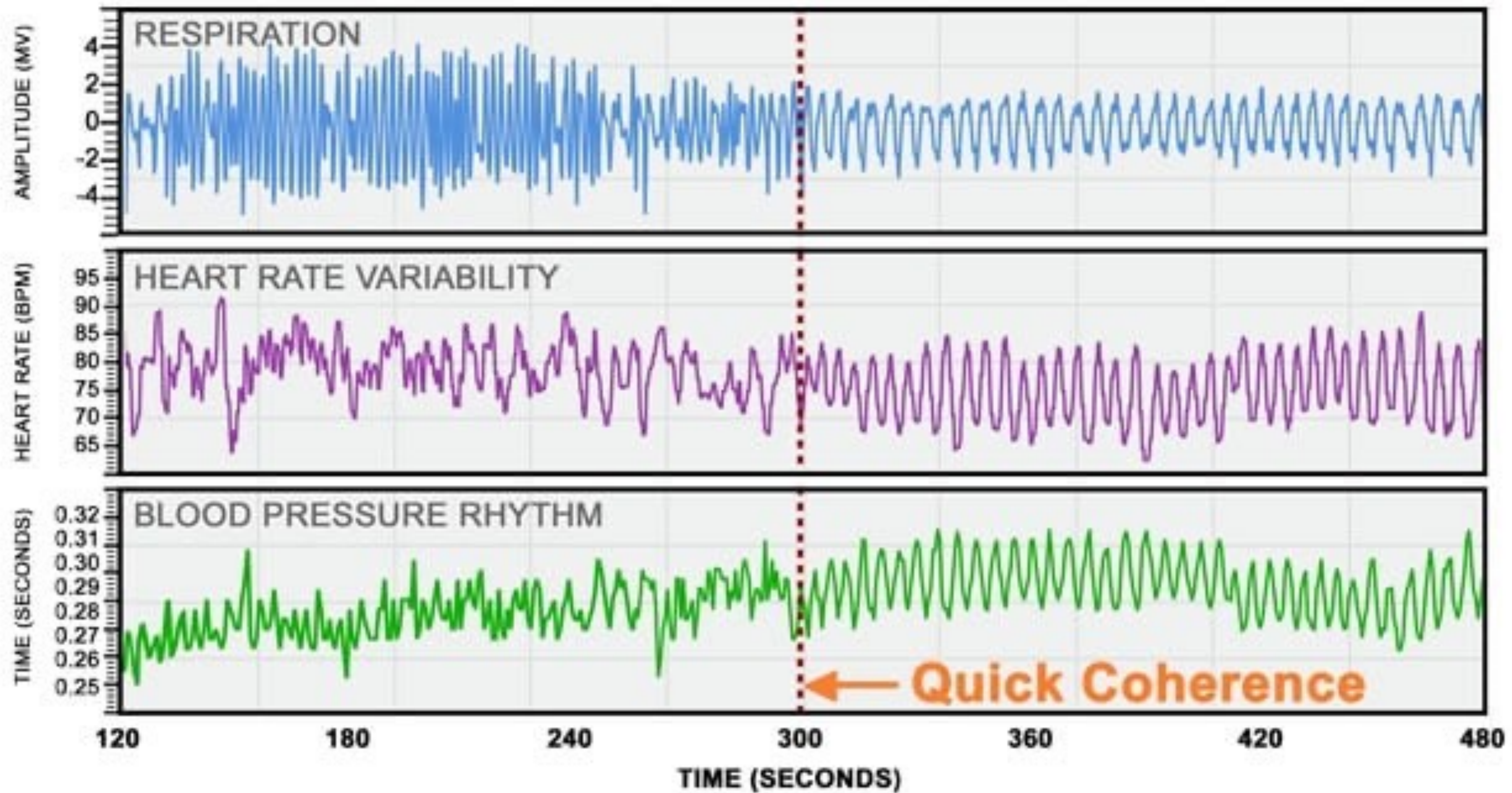
Integumentary system (skin)
Skeleton + Muscle systems
Nervous + Endocrine systems
Digestive system
Circulatory + Lymphatic systems
Urinary system
Respiratory system
Reproductive system



**Everything is a
connected system,
aka. an ecosystem.**



The Coherent State



What Schools Need to Know About Fostering School Belonging: a Meta-analysis

Kelly Allen¹ · Margaret L. Kern¹ · Dianne Vella-Brodrick¹ · John Hattie¹ · Lea Waters¹

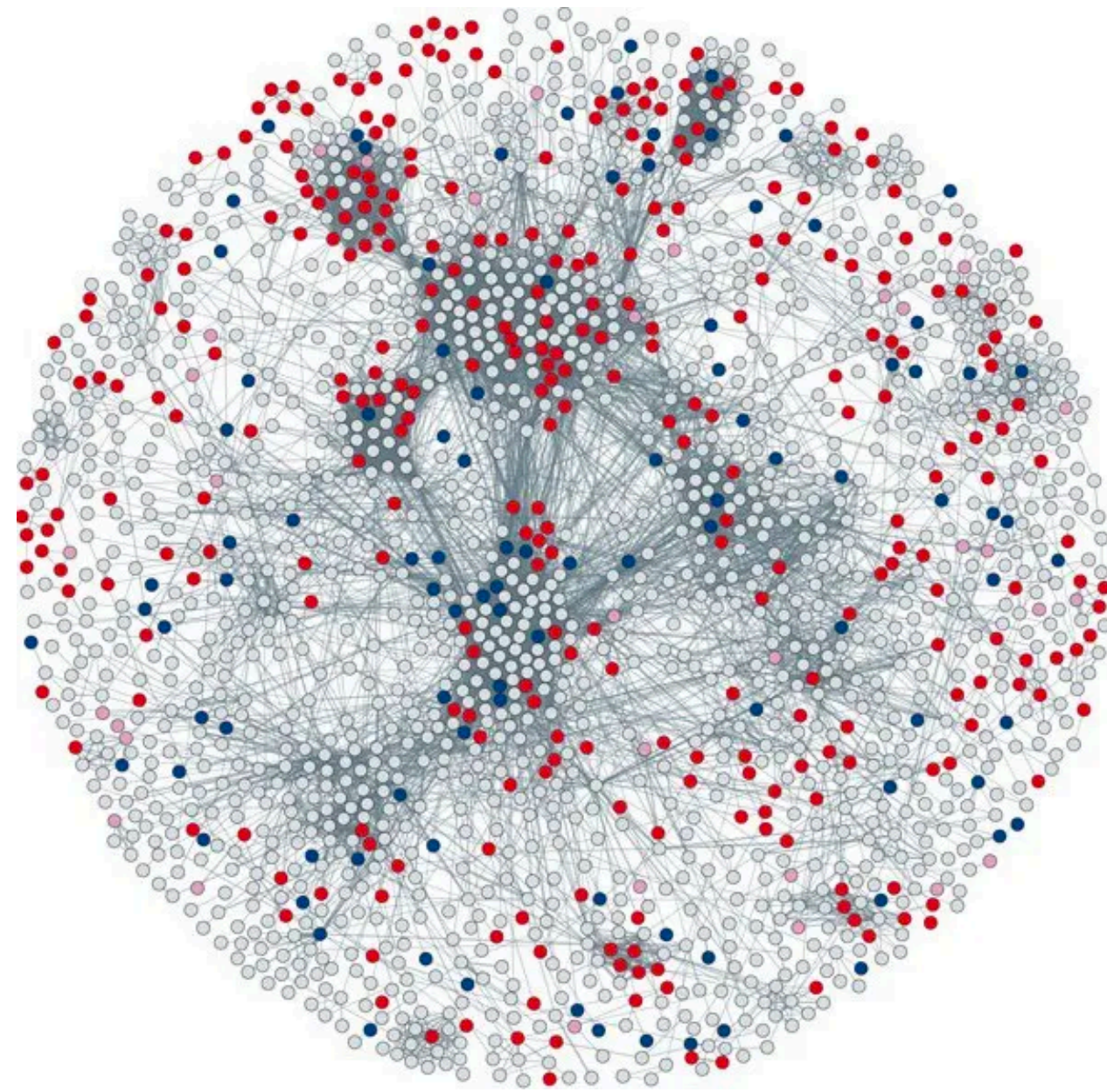
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Abstract Belonging is an essential aspect of psychological functioning. Schools offer unique opportunities to improve belonging for school-aged children. Research on school belonging, however, has been fragmented and diluted by inconsistency in the use of terminology. To resolve some of these inconsistencies, the current study uses meta-analysis of individual and social level factors that influence school belonging. These findings aim to provide guidance on the factors schools should emphasise to best support students. First, a systematic review identified 10 themes that influence school belonging at the student level during adolescence in educational settings (academic motivation, emotional stability, personal characteristics, parent support, peer support, teacher support, gender, race and ethnicity, extracurricular activities and environmental/school safety). Second, the average association between each of these themes and school belonging was meta-analytically examined across 51 studies ($N = 67,378$). Teacher support and positive personal characteristics were the strongest predictors of school belonging. Results varied by geographic location, with effects generally stronger in rural than in urban locations. The findings may be useful in improving perceptions of school belonging for secondary students through the design of policy, pedagogy and teacher training, by encouraging school leaders and educators to build qualities within the students and change school systems and processes.

“Belongingness has emerged as a key predictor of mental health, influencing everything from self-esteem to overall life satisfaction.”

– Allen et al., 2018

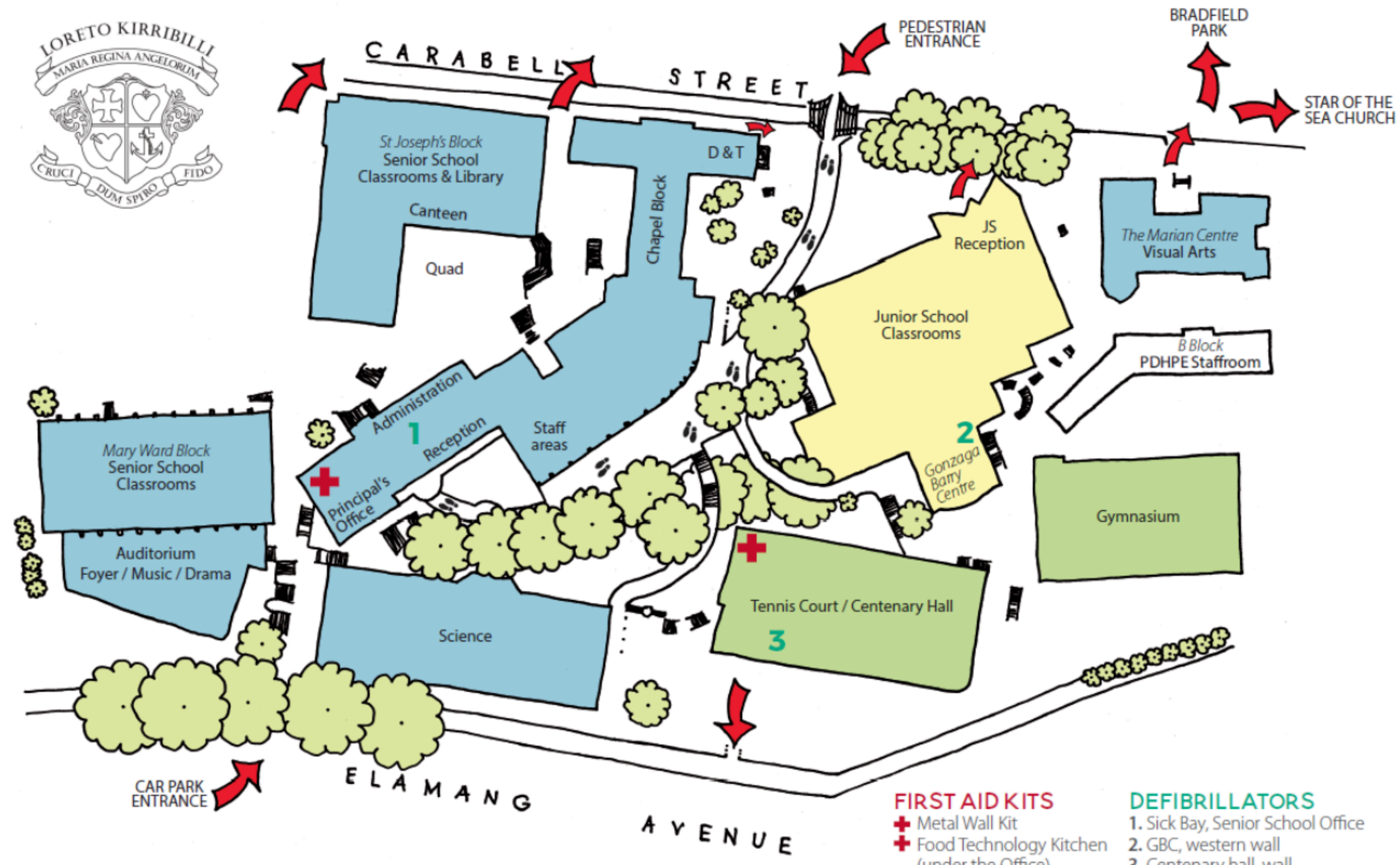
Complexity → Ecosystem → School



If we believe that a school is an ecosystem, and act that way, then we shift our perspective. We realise that every element of a school affects other parts.

Credit: Maurice J Elias, What Kind of Ecosystem Is Your School?

Mapping belonging







Don't teach for the answers,
which could not be given to
you now, because you
would not be able to live
them. The point is to live
everything.

Live the questions now.

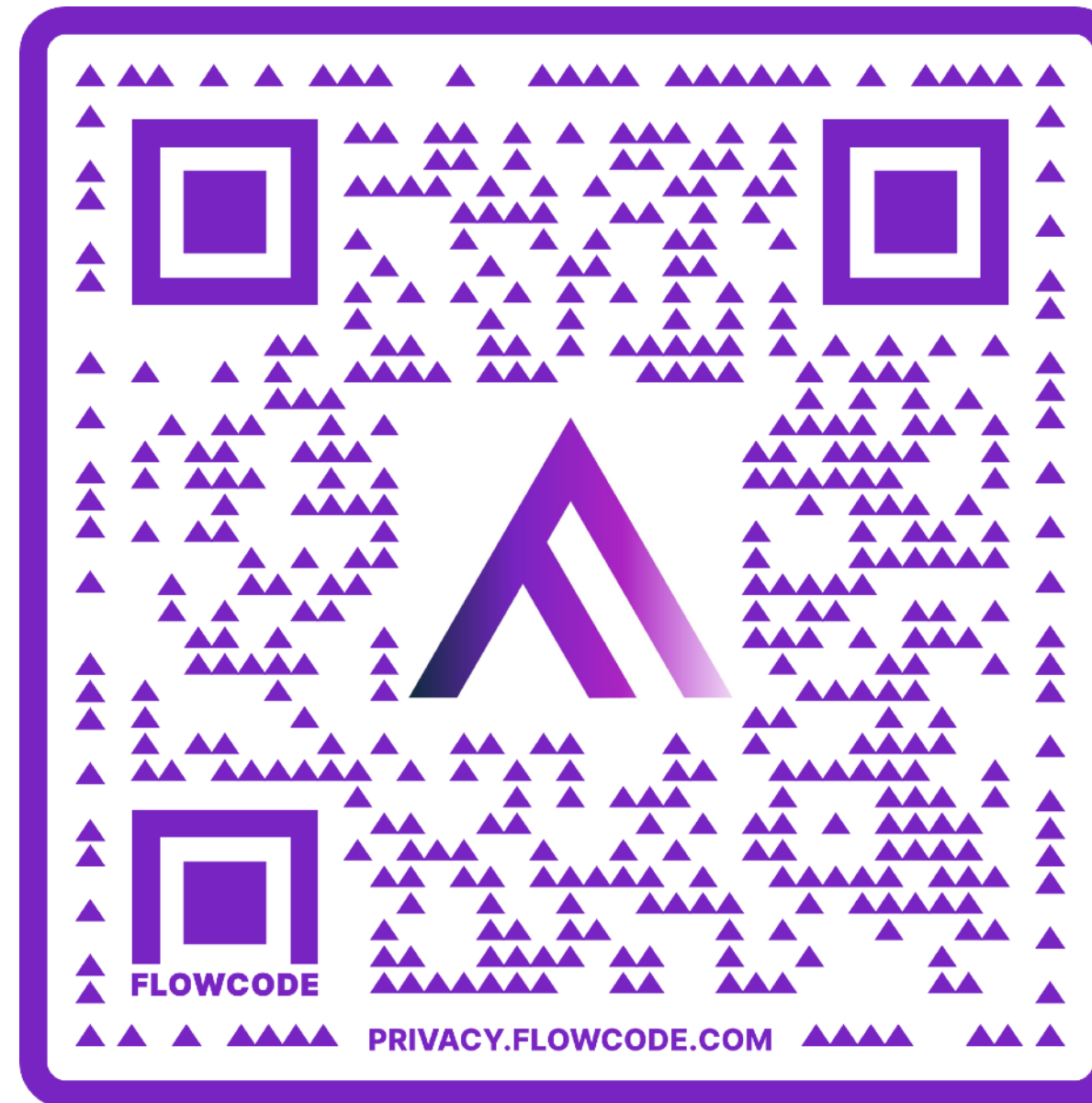
Perhaps then, someday in
the future, you will
gradually, without even
noticing it, live your way into
the answer.

- Rainer Maria Rilke 1903

Session Survey

We'd love your insights!

Thanks for your
participation in
this session!



<https://flowto.it/eGf6aCFIKW>





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