A decade+ of horizon reports:

Exploring their ideological bias
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“Pair up in threes”

• Part 1: forecasting matters
• Part 2: circle of influence
• Part 3: ideological bias

➢ Part 1: But what are these Horizon Reports saying?
➢ Part 2: But who is reading them and how?
➢ Part 3: But why does any of it matter?
Part I: forecasting matters

- In which I introduce the Horizon reports as technology forecasts and trends & challenges descriptions.
- And which I follow by asking if they describe or prescribe, and are they accurate or not accurate, and does their accuracy matter or not matter?
- Which will lead into Part II: if they matter, then what impact do they have?
“You better cut the pizza in four pieces because I’m not hungry enough to eat six.”
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“Nobody goes there anymore. It’s too crowded.”
“I never said most of the things I said”
Part II: circle of influence

- In which I introduce the question of influence
- and which I follow by asking
  - Which direction does the influence go?
  - And what kind of influence/impact is this
  - And does this influence matter, and if so, how so?
- Which will lead into Part III
  - for considering the influence it has on decision making, we need to look more closely again at
    - Ideological bias and
    - Cui bono, cui malo
“You can observe a lot by watching”
82 respondents (self-selected)
67 familiar with HR

Reading the reports
Impact: the Horizon reports REFLECT how I think about educational technology

Impact: the Horizon reports REFLECT my strategic decisions on adopting educational technologies.*
Influence (direction horizon project → reader)

Impact: Horizon reports INFLUENCE how I think about educational Technology

Impact: the Horizon reports INFLUENCE my strategic decisions on adopting educational technologies.
“We made too many wrong mistakes.”
Part III: ideological bias

• In which I come to my main concern, ideological bias, or at the very least unchallenged, hidden assumptions, that lurk in such reports
  • But which really is the culmination of all that went before and which can be summed up by the imperative:
  • “We must read all things with great care”
“I’m not going to buy my kids an encyclopedia. Let them walk to school like I did.”
“Even Napoleon had his Watergate”
“Always go to other people's funerals; otherwise they won't go to yours.”