

Postropolis Learns?

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Abstract. The primary objective of this roundtable is to launch and continue a discussion of the Postropolis concept—which is manifesting as both an iterative book project and an immersive digital learning platform—especially concerning the relevance of this Postropolis concept as a learning and assessment space, driven by interactive data visualization for the purpose of individual and collective behavior change through better decisionmaking over time.

Keywords. Learning, platform, environment, sustainability, behavior, decisions, interactive data

1 Postropolis

Postropolis is the conceptualization and planning for what comes after cities in human civilization. Let us conceptualize and build one big “after-city-state” of networked nodes of dynamic human habitation distributed appropriately across the planet according to natural physical boundaries. Pragmatically, Postropolis is a watershed-driven network of dynamic urban core districts connected through a resilient human transportation network. Postropolis is a platform, a learning system, and a commons, fostering systems thinking and wisdom for all people, *by doing what we do*: living, working, interacting with machines and natural environments—all within an eco-socio-technical system: environment subsumes people, and people build/control technology in service of both.

The book initially contains nine chapters:

1. Introduction
2. Why Postropolis?
3. Systems Wisdom and the Ecology of Postropolis
4. Postropolis As Platform: Deep Shifts in Experience through Critical Data Analysis
5. Postropolis Learns
6. Postropolis Sleeps: Urban Core Districts
7. Postropolis Moves: Human Transportation Networks
8. Postropolis as Commons
9. Loving Resistance: Eco-Socio-Techno-Postropolis

Each of these areas of Postropolis can be discussed in terms of their relevance to immersive learning/assessment and research, both in terms of process and content. *Clearly, a focus on Postropolis as platform and learning/assessment system (chapters 4 and 5) will be the forefront of the discussion.*

In chapter 4, Postropolis is conceptualized as a platform for understanding change and growth in humans and non-human species through their behavioral patterns and relationships with each other, machines (both real and virtual), and information. Schwab's deep shifts of the fourth industrial revolution (such as implantable technologies, Internet of Things, driverless cars, big data, artificial intelligence, sharing economy, and 3D printing) are critically analyzed through the lens of ecological literacy and principles of systems wisdom, informing ways Postropolis—especially as a platform—can support these shifts in ecologically appropriate ways. Postropolis as platform is further explored and articulated using fundamental aspects outlined in *The Platform Revolution* (and its precursor, *Platform Scale*), such as architecture, disruption, monetization, openness, governance, metrics, strategy, and policy. Interactive data visualization as the key language of Postropolis as a platform is investigated in terms of how to build and deliver visualizations in ways most useful for stakeholders over time, especially as the basis for lifelong learning, decisions, and behavior change (growth) within Postropolis. Finally, Postropolis is conceptualized as a hybrid simulation (in terms of the informational relationships articulated above), measured, assessed, and evaluated using an xAPI-based simulation relationship assessment data framework. Functional individual, community, organizational, and infrastructural perspectives of this framework in action will be explored, including interspecific interactions.

The framework established in chapter 4 leads into an understanding of Postropolis as a learning system (chapter 5), conceptualizing Postropolis as one dynamic digital-hybrid school across human generations and interspecific relationships, as well as how to design relationships between humans and information across time and space for the sake of continuous learning. This is followed by an articulation of this learning system design through the lens of evaluation, assessment, and measurement, in terms of evidence-centered assessment design and its four-process architecture of assessment delivery, and the four-space model of simulation-based assessment—based on the “Postropolis as simulation” argument made in the previous chapter. Individual, organizational, and interspecific interactions (conceived as learning activities) are explored as functional, cultural, and critical phases of growth in ecological literacy, as well as modes of belonging—engagement, alignment, and imagination—in communities of practice. Finally, interactive data visualizations are revisited and explored in specific service of these learning activity interactions.

Goals and outcomes of this discussion include: increased awareness of the Postropolis project, continued articulation of chapter contents and structure, discovery of additional relevant examples for inclusion in v1.0 of the book, understanding the value of Postropolis as curriculum for more traditional learning environments, and building of

relationships with potential digital platform collaborators and future co-authors or contributing authors.