

## Re-imagining the university



cultivating 21<sup>st</sup> Century, agile learners

Preamble

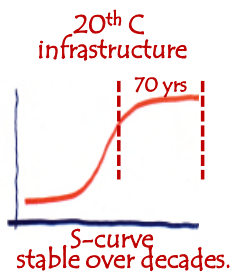
## A gentle reminder on re-imagining the university

As Ernest Gellner once observed, with characteristic pithiness, 'we cannot divest ourselves of our conceptual clothing'.

'The imagination has not only our socio-psychological circumstances to overcome but it has also to overcome the discursive conventions of the age.'

Imagining the University (2015) Ronald Barnett

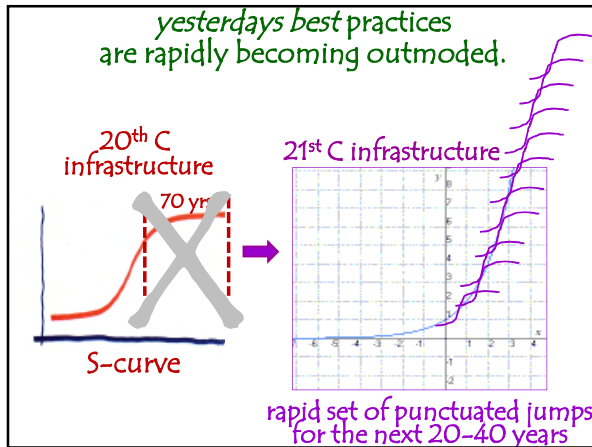
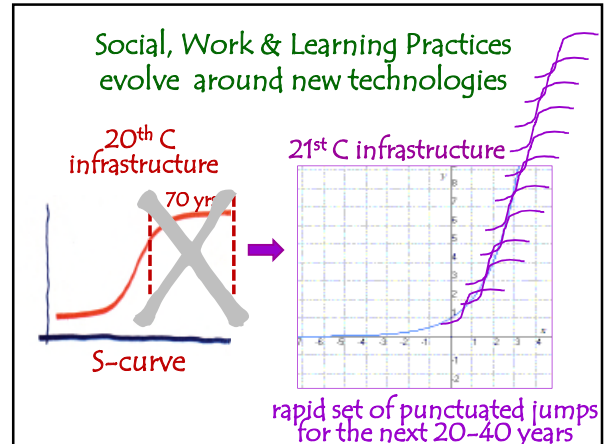
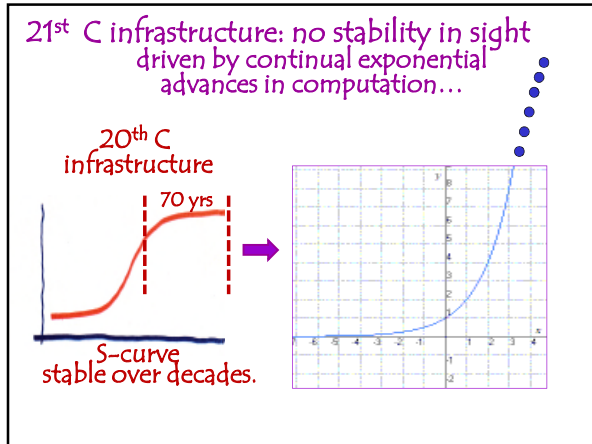
Our Past context



→ The era(s) of relative stability

then

The Big Shift Happened



context setting  
for today's world

How we come to learn and explore  
has really changed.

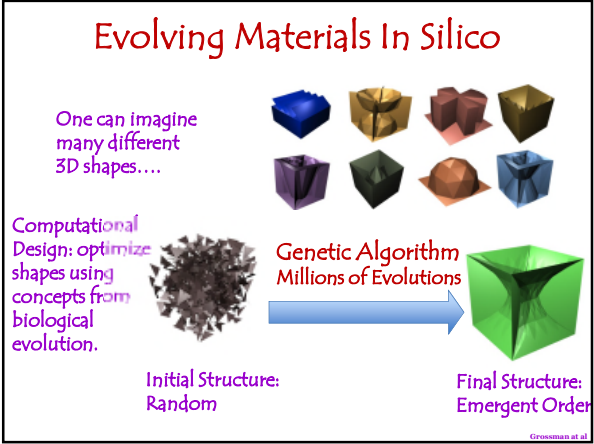
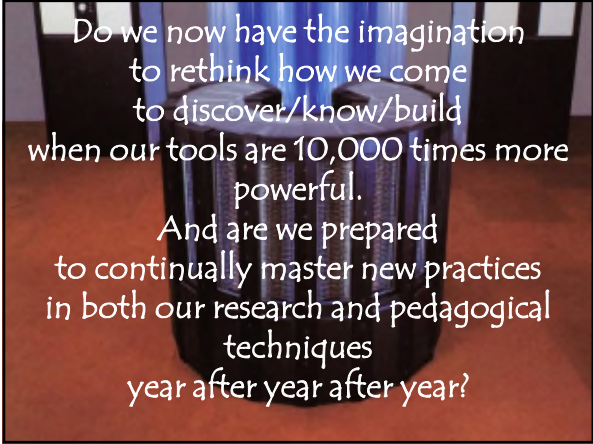
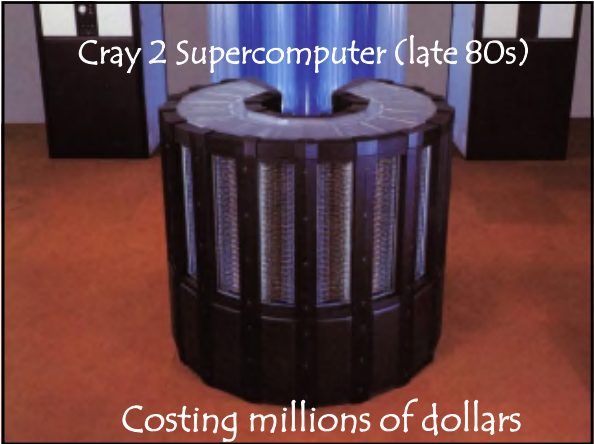
Carla Hesse:  
Prof of History

"In the future, it seems, there will  
be no fixed canons of texts and no  
fixed epistemological boundaries  
between disciplines, only paths of  
inquiry, modes of integration,  
and moments of encounter."

The block contains a portrait of a woman with short brown hair, wearing a dark jacket. To the right of the portrait is a quote in purple text.

We have new tools and new ways to absorb

A personal retrospective



And let's not forget the core  
of the academy

## Perhaps the old library



Bodleian Library at Oxford

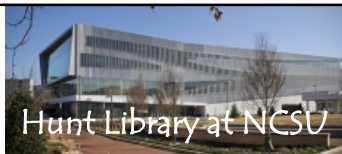
## Revisiting the Bodleian Library



## Revisiting the Bodleian Library



But now with a new kind of magic

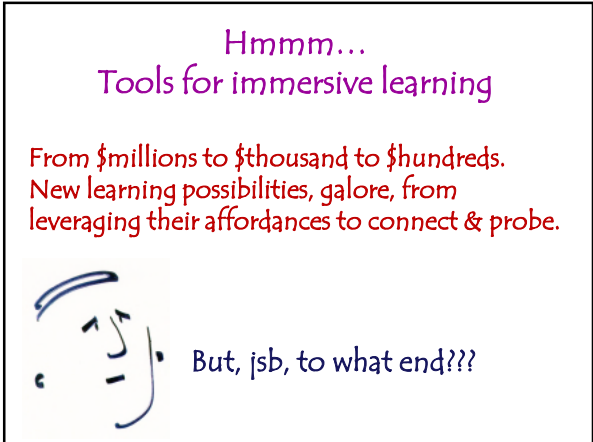
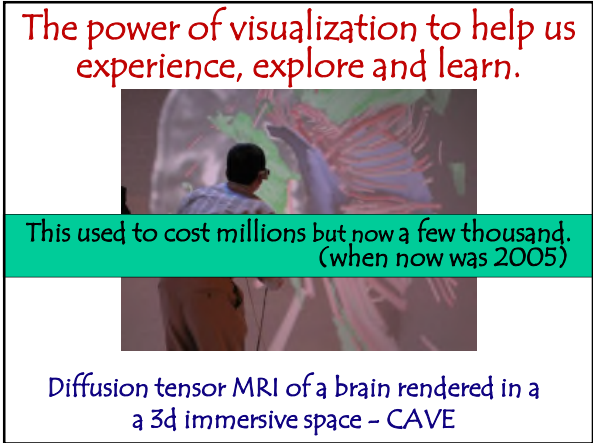
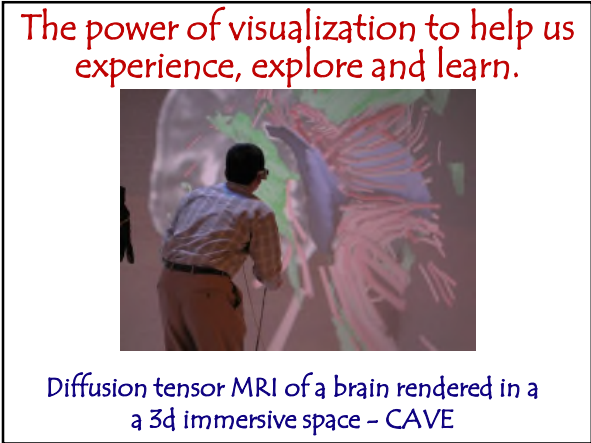
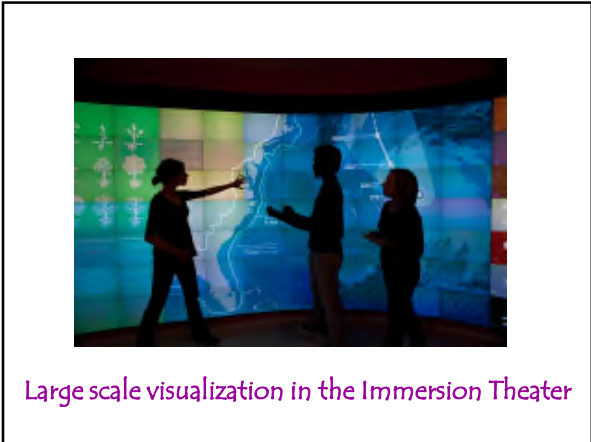


Hunt Library at NCSU

Where thinkers, dreamers and doers can come together to seek solutions to the grand challenges facing this world. ...offers spaces custom-built for collaboration, equipped with cutting-edge tools to make concepts concrete. We've invested in immersive, large-scale visualization technology to create canvases that measure up to your ambition.



Students at work in the iPearl Immersion Theater





## Learning dimensions

content ----> can be taught

skills -----> can be mentored

dispositions ----> can be cultivated

And this is where  
context really matters

## Dispositions of an entrepreneurial learner.

- > Always, questing, connecting, probing.
- > Deeply curious and listening to others.
- > Always learning with and from others.
- > Reads contexts as much as content.
- > Thrives outside of the formal curriculum

We need new practices & spaces  
for cultivating these dispositions.

My own micro epiphany  
a few years ago  
at MIT  
around OCW  
and new ways to learn.

Might we try  
a simple inversion of the system

Old way: course with lab/studio

New way: lab/studio with courses

which generates the need for  
micro/meso courses to support it,  
grounding students in relevant  
theories, practices & tools in situ.

Where learning becomes

contextual  
participatory  
collaborative  
peer-to-peer  
peer-to-master

Now let's go one step further

What would happen if we  
turned the university inside out

(A thought sketch)

What if we moved core course content to the  
outside as resources to be used.

And research is the center of all learning

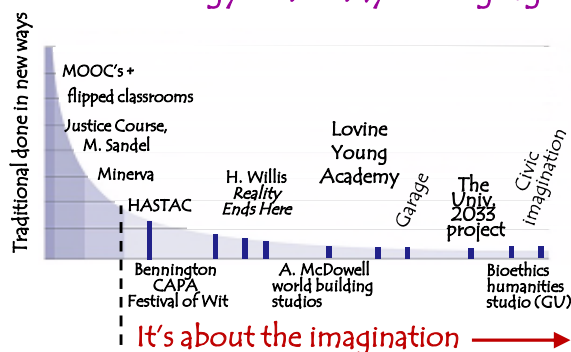
(undergraduate & graduate)

Scientific Research  
Humanities Research  
Engineering Research  
Basic and applied Research  
Research through Design

Research creates the context  
for the pull of content

And learners  
craft their own pathways,  
through a rich ecology of  
learning experiences,  
courses, micro – courses,  
studios in world-building,  
tools, tools, tools.  
for making & for doing research  
on campus & off.

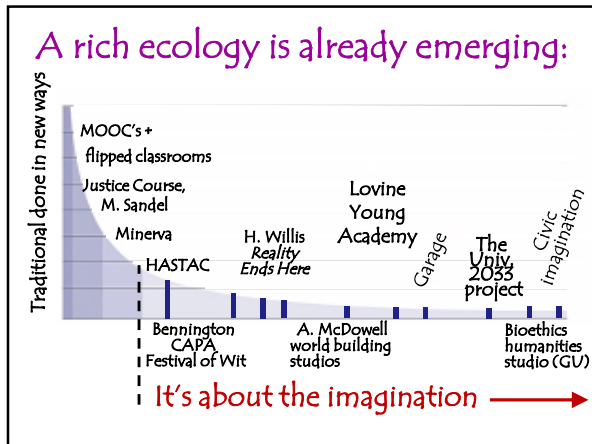
A rich ecology is already emerging:



Socratic Method Scales  
even more

TogetherLearn

Michael Sandel's Justice course at Harvard

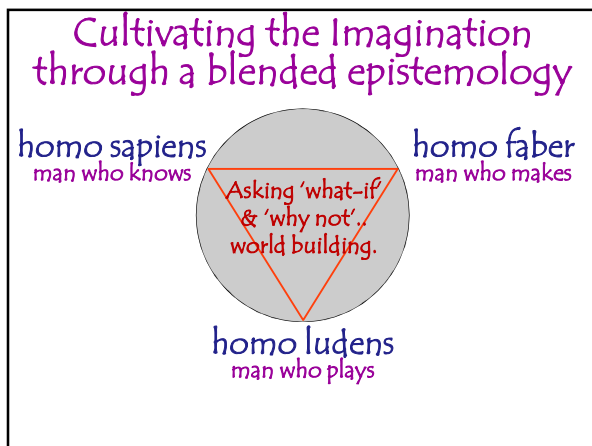


### What we need to do for our students:

Cultivate a *resilient mindset* in our students –  
an ability to change, adapt, re-conceptualize  
and engage in deep listening with humility  
in an act-reflect loop

### In other words

Empowering them for agency by  
instrumentalizing their imagination  
for real world effect.



### A Personal Belief

In a world of exponential change  
Imagination reigns supreme

Welcome to the Imagination Age  
where the arts, humanities & sciences fuse  
creating a new kind of alloy.

And where  
USC/LA  
could dominate  
Stanford/Silicon Valley

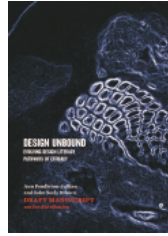


# Thank You



A New Culture of Learning

Douglas Thomas & JSB

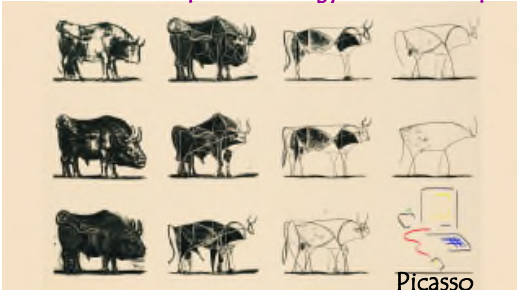


Design Unbound (2015)

Ann Pendleton-Jullian & JSB

# epilogue

In the pursuit of simplicity and elegance – the next wave where art helps technology master complexity



Picasso

<http://www.fastcodesign.com/3034240/how-apple-uses-picasso-to-teach-employees-about-product-design>

World building (think Minority Report)  
Tools/scaffolds to imagine with



Georgetown University 2033  
Research Libraries 2033  
Lead by Ann Pendleton-jullian (apj)

A radical experiment in course design  
Reality Ends Here  
H. Willis



Reality Ends Here:

<http://reality.usc.edu/how-to-play/>

The Academy and the Garage:

<http://iovine-young-apply.usc.edu/the-program/>

Civic Imagination:

<https://thecontemporary.stanford.edu/henry-jenkins-fan-activism-and-civic-imagination>

More on ARL and world building and systems of action:

<http://www.arl.org/storage/documents/publications/strategic-thinking-design-full-report-aug2014.pdf>

ARL – Association of Research Libraries – World Building

<http://www.arl.org/about/arl-strategic-thinking-and-design#.VNGL63F-Sp>