ANNUAL RESEARCH CONFERENCE

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Re-imagining socially responsible learning: A manifesto for change

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The University of tomorrow?

If ...

Bringing down inter-generational barriers and distinctions between play, learn and work

'Proliferation of discrete educational opportunities'

Thinking innovatively about solutions even before a problem occurs

Blended boundaries

Integrated wholeness

5 Future trends Changemaker Universities

— solution-focused

Harnessing the power of learners across the world while providing a personalised experience

Human connectivity

Open systems with continuous access

Quality and scalability of learning experience

in 2014, 2015 ...
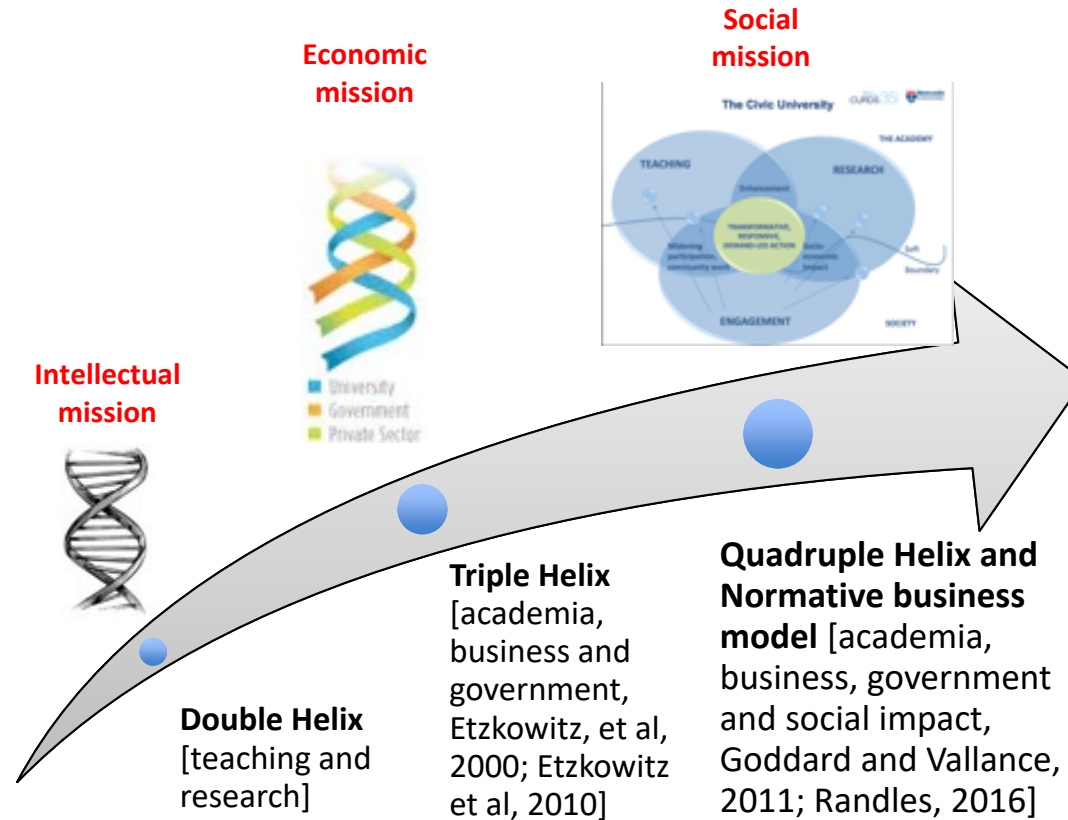
Then how?

AND NOW WHAT?

COVID-19

Proposition for change: 3 premises

Imagine the impossible and make it happen

- The **first premise** is the acknowledgement that dealing with change is not an option but a necessity, and that this change can be managed only if universities are able, willing and enabled to take risks. Yet, this does not mean to take risks for risks' sake.

- Rather, and this is the **second premise**, universities needs to revisit their goals and missions so as to reformulate their involvement in society. For this reason, the second premise qualifies the risks to be taken as 'socially responsible' ones and locates the future role of universities as instigators and facilitators of community development. Ultimately, this new role will see universities as working *in, for and with* a range of different, interconnected, local, national and global communities.

- Developing through change, which is the result of socially responsible risk taking to the benefit of communities, will force universities to re-examine their ability to bridge the gap between academic and every day knowledge. The **third premise** will therefore, in Bernstein's words, leave the safety of what is known to be achievable to 'imagine the impossible' and make it happen.

HE in transition: From core mission to social mission

Social mission

Economic mission

The Civic University

Intellectual mission

Double Helix [teaching and research]

Triple Helix [academia, business and government, Etzkowitz, et al, 2000; Etzkowitz et al, 2010]

Quadruple Helix and Normative business model [academia, business, government and social impact, Goddard and Vallance, 2011; Randles, 2016]

Changing nature of knowledge production

professional autonomy & academic freedom

Table 5.1 Some characteristics of knowledge production in Mode 1 and Mode 2

Mode 1	Mode 2
Disciplinary	Transdisciplinary
Hierarchical	Participatory
Pure or applied	Applied
Linear	Reflexive
Quality is academically defined	Quality is both academically defined and socially accountable

Source: Cuthill (2011).

Cuthill (2012: 85)

KNOWLEDGE TRANSFER

KNOWLEDGE MOBILISATION

3 DIFFERENT WAYS IN WHICH EVIDENCE IS APPLIED IN PRACTICE

KNOWLEDGE EXCHANGE

Devecchi & Mansour (2019)

TEACHING
RESEARCH
SERVICE

Community-based learning/ service learning
Community-engaged research
Public engagement Outreach
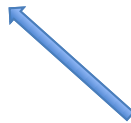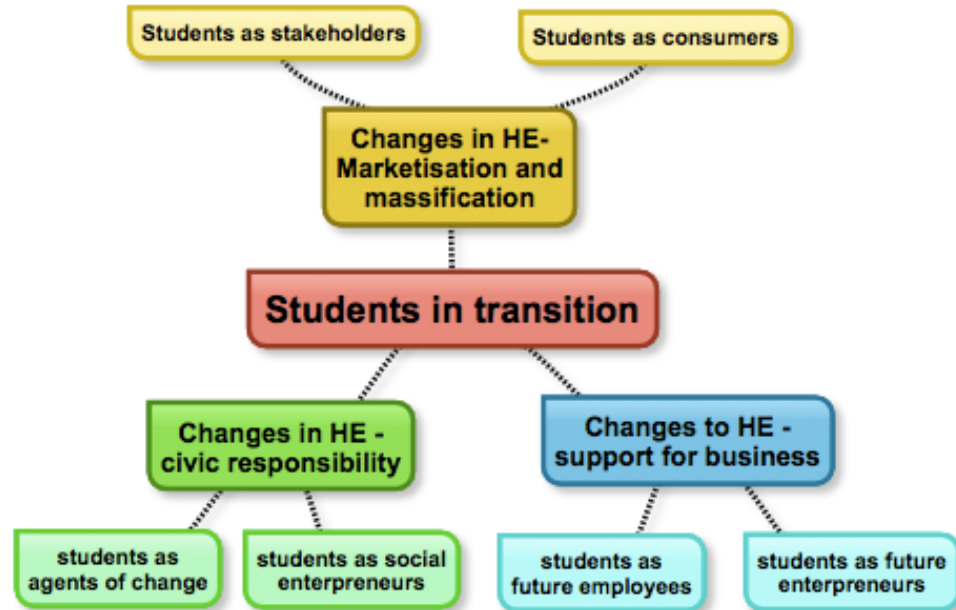
CIVIC ENGAGEMENT

Figure 3.1 Examples of civic engagement as a mode of teaching, research, and service

Boland (2012: 43)

The changing nature of being a student: from customer to civic engagement

Devecchi & Davis-Sinclair (2015)

Harnessing intellectual capital: from complicated administration to complex systems management (Devecchi & Petford, 2015)

Chaotic

**Knowledge economy mode**, exploitation of IC to co-create value

Service delivery mode, exploitation of human wants and needs through commodification of products

Linear production mode, exploitation and administration of known resources

Complex systems

Hybrid structuration

Complicated Structure

Stable

Bureaucratic
Reproductive, inflexible, Reactive, risk-avoider

Entrepreneurial/Enterprising
Imaginative, creative, pro-active and risk aware

Learning between luck and fortune

Managing change is about taking advantage of events. It is about turning chaos into an order which serves strategic set purposes.

Luck is what happens to us and which we can't control
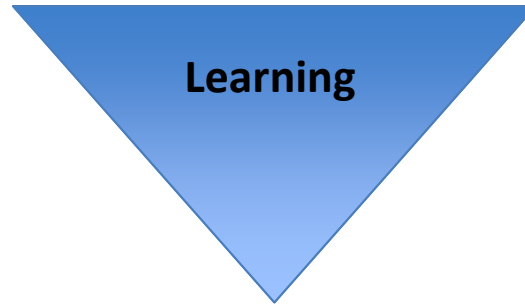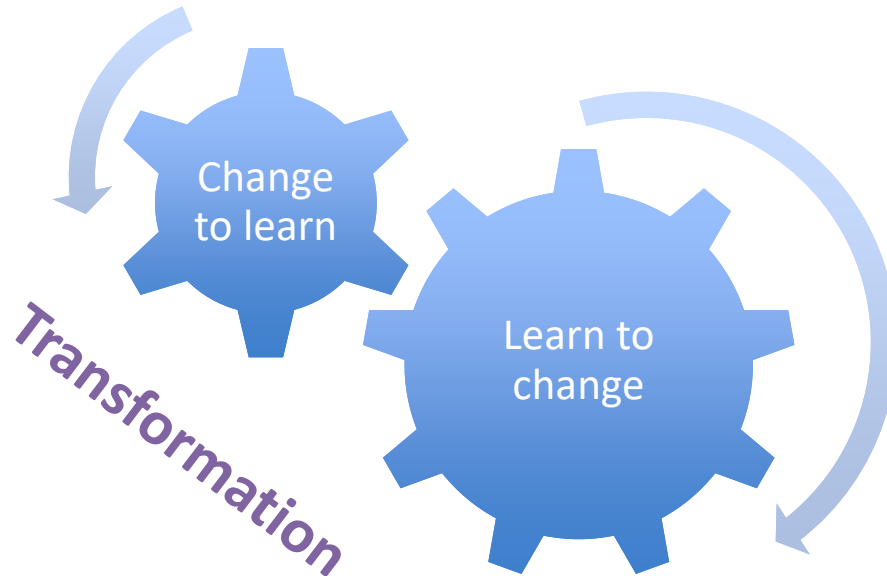
Learning

But out of luck we make our fortune

QUESTIONS

1. What is our luck?
2. What should our fortune be?
3. How can we shape our fortune?
4. What fortune is *socially responsible*?
5. Why should it be *socially responsible*?

Learning & change

Learning is the process by which knowledge is acquired through study, experience and application and which results in a change in behaviour
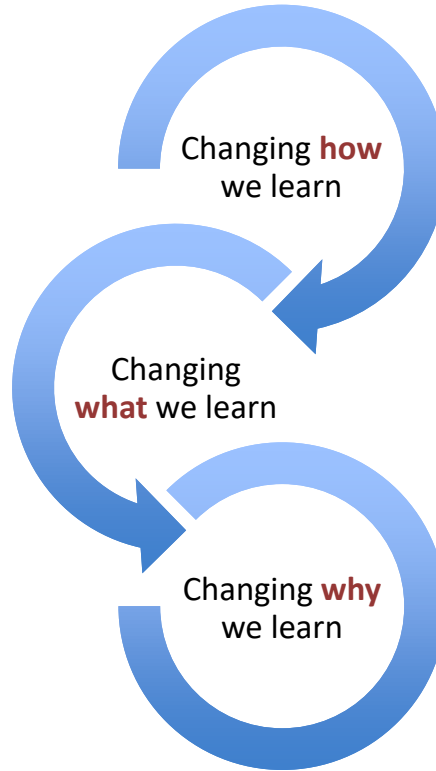
Learning requires a disposition and habit of mind ready to embrace change

Change demands a disposition and habit of mind ready to embrace learning

Change to learn

Learn to change

Transformation

Learning, change and social responsibility

- Different contents
- Different learning outcomes
- Different curricular structure

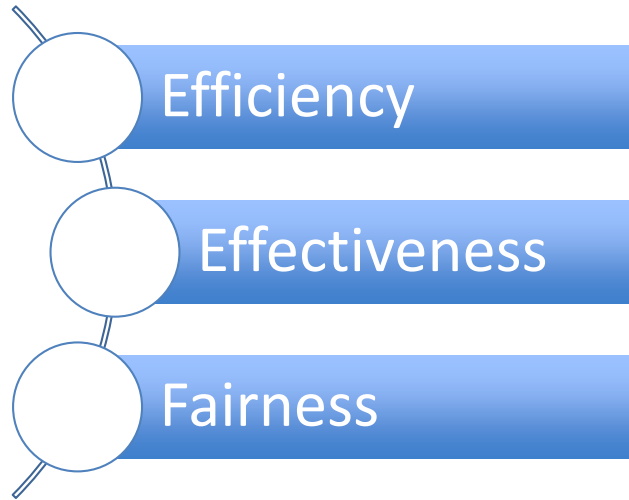**Changing how we learn**

- New strategies
- New teaching approaches
- New technologies
- New places where to learn

Changing what we learn

Changing why we learn

- Redefining the scope and purposes of learning
- Learning for personal good
- Learning for social good
- Learning as a common good

Change to promote socially responsible learning: three communities of engagement
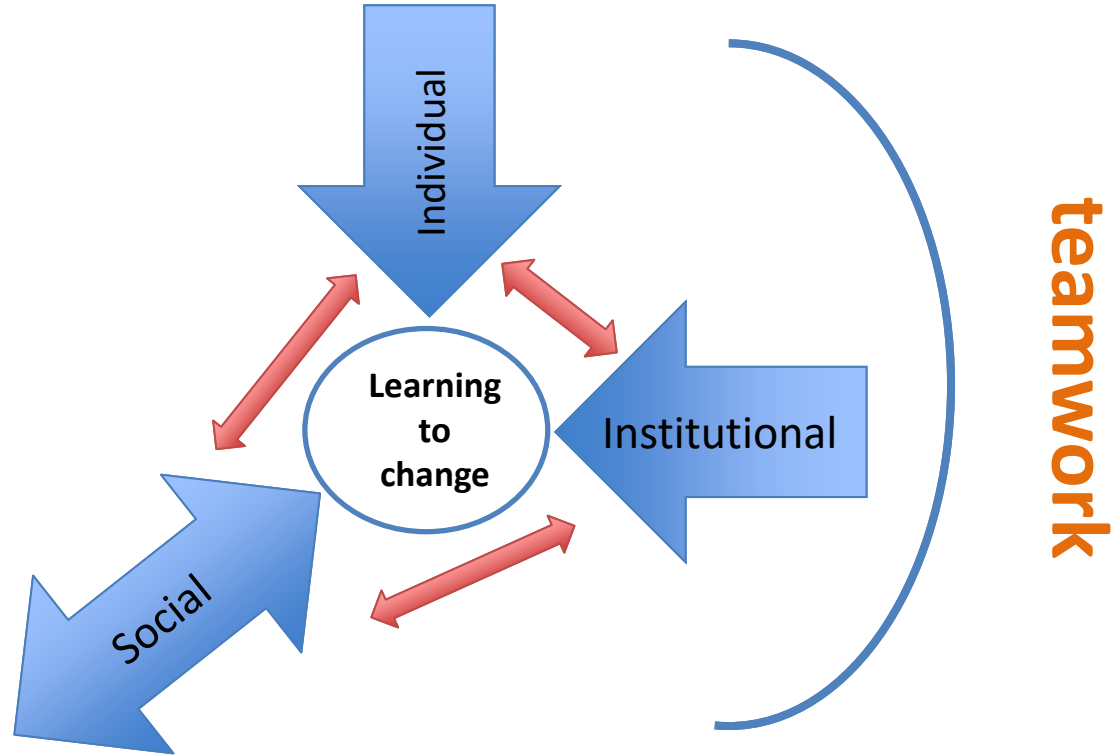
Features promoting responsible learning

Efficiency
The use of the minimum necessary resources to achieve the maximum benefit

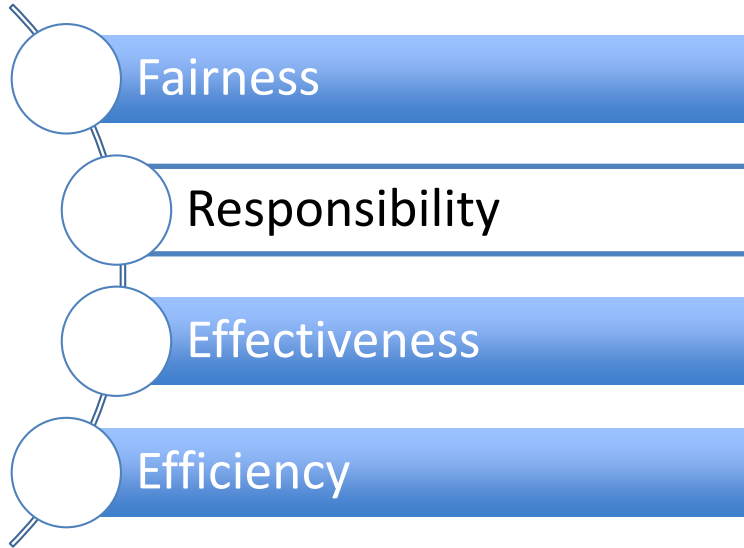**SUSTAINABILITY**

Effectiveness
The use of resources to achieve the best outcome

QUALITY

Fairness
The use of resources in a manner which is equitable and just, and which promotes the interest of each and all

JUSTICE

Features promoting socially responsible learning

Fairness

Responsibility

Effectiveness

Efficiency

The use of resources in a manner which is equitable and just, and which promotes the interest of each and all

JUSTICE

The use of resources in a manner which questions the motives of our learning and actions and takes charge of the consequences

MORALITY

The use of resources to achieve the best outcome

QUALITY

The use of the minimum necessary resources to achieve the maximum benefit

SUSTAINABILITY

Discussion time

- Post COVID-19 education will not be what it was before. While teaching techniques will still be important, **the content of what we teach will become increasingly more central to rebuilding**. Which values do you think education should nurture in our young people to build a responsible future generation?

- The current crisis has made injustices more evident: what do you think a 'fair' education should be like?

- In the Manifesto I argue that education should be 'FREE' (fair, responsible, efficient and effective). If you were to fulfil this goal, what would you do?

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