



**Randy Bass
(Georgetown
University)**

**University College Cork
December 5, 2023**

**The Forking Paths of the Learning Paradigm:
What is the role of Education in a Transformative
Future?**

What should be our educational response to the conditions of the world right now?

2023 LEARNING & TEACHING SHOWCASE



**Centre
for the Integration of Research,
Teaching and Learning**



2023 LEARNING AND TEACHING SHOWCASE	
TUESDAY 05 DECEMBER 2023	
09:00 - 10h 00	REGISTRATION - Foyer, Western Gateway Building
09:00 - 10h 10	OPENING ADDRESS AND WELCOME - G05, Western Gateway Building <i>Dr Laura Lee, Learning Enhancement Project Manager, CIRTL, University College Cork</i> <i>Professor Paul McSweeney, Vice President of Learning and Teaching, University College Cork</i>
10:15 - 11h 00	KEYNOTE - Professor Randall Bass, Georgetown University, USA "The Forking Paths of the Learning Paradigm - What is the role of Education in a Transformative Future?" - G05, WGB
10:00 - 11h 30	Tea and coffee/ Poster viewing - G14 and Atrium, Ground Floor, Western Gateway Building
10:30 - 12h 30	LIGHTNING TALKS - G05, Western Gateway Building Reen, Jerry <i>Connecting the Curriculum & its Hidden Concepts: A student-partnered journey best seen through the UDL lens</i> Goff, Loretta, Ryan, Marie & Leigh, Rebecca <i>Academic Integrity in Practice</i> Williams, Samantha <i>Social justice 'live client' clinical legal education and critical lawyering skill development</i> Linehan, Uschi <i>Enhancing student engagement using Microsoft Whiteboard as a scaffolding tool</i> Mullinix, Bonnie, Ultsch, Sharon et al. <i>Designing Teaching & Learning Experiences that Foster Inclusion and Equity by Elevating Student Perspectives</i>
12:30 - 14h 00	Lunch and INTERACTIVE POSTER SESSION* - G14 and Atrium, Ground Floor, Western Gateway Building
13:00 - 15h 00	PANEL A: DISCIPLINARY APPROACHES TO THE DEVELOPMENT OF CURRICULA, ASSESSMENT AND LEARNING SPACES - G05, Western Gateway Building O'Leary, Niall <i>Virtual Industrial Site Training Access</i> Sammon, Dave <i>Simple Hermeneutics-inspired Learning Analytics Model for Modules</i> Williams, Samantha <i>Student Led Co-Design of a pilot 'Courtroom Ethnography' Module</i> Barry, Orla P. <i>Exploring Pharmacology Assessments: A Legitimation Code Theory Analysis</i> Fitzgerald, David <i>Mainstreaming Active Teaching and the Craft of History</i> Turwal, Mohit <i>Towards open access, fully inclusive geoscience and marine virtual field trips for education and research collaboration</i>
	PANEL B: MULTI AND INTERDISCIPLINARY APPROACHES TO LEARNING AND TEACHING ENHANCEMENT - G05, Western Gateway Building O' Hare, Kathy <i>The Soundseekers Audio & Cultural Festival</i> Supple, Briony <i>The Fold as a Living Lab for innovative, materials-led, transdisciplinary teaching and learning</i> Birmingham, Margaret <i>Mapping Inclusion in Health Professions Education</i> Dineen, Katy <i>Postgraduate Students as Partners: Developing a toolkit for supervision</i> Goff, Loretta <i>Artificial Intelligence and Academic Integrity: ChatGPT in Learning and Teaching</i> Hally, Ruth <i>Develop and Document Community-Engaged Learning modules in UCC</i> Chen, Stephanie <i>Open educational practices: establishing a framework for UCC</i>
15h 00 - 15h 30	Tea and coffee & Poster collection - G14 and Atrium, Ground Floor, Western Gateway Building
15h 30 - 16h 30	LIGHTNING TALKS - G05, Western Gateway Building Winkler, Marnina <i>Student Engagement and Things: Using Object Based Learning to Encourage Student Critical Thinking and Analysis</i> Lester, Diarmuid, Philpott, Conor & Ryan, Paul <i>Practice what we teach - The role of our community partners in supporting the development of student teachers in UCC</i> Murphy, Mike <i>Migrating to On-campus Online Examining: Experiences to date using Canvas online examining on-campus and a trial of web-blocking software (Respondus)</i> Murphy, Kieran Fionn <i>Sit Down and Speak Up! Encouraging discussion in the Creative Writing Workshop</i> O'Mahoney, Niamh <i>Creating a Neuroinclusive Campus</i>
16h 30 - 16h 40	CLOSING ADDRESS - Dr Catherine O'Mahony, Director of the Centre for the Integration of Research, Teaching and Learning, UCC - G05, Western Gateway Building
17h 00 - 18h 30	PRESIDENT'S AWARDS FOR EXCELLENCE IN TEACHING - Aula Maxima, Main Campus, UCC

* The posters are organised into five different themes as indicated by the below colours
■ Student Engagement ■ Inclusive Practice & UDL ■ Academic Integrity ■ Digital Education ■ Civic Engagement & Education for Sustainable Development

What should be our educational response to the conditions of the world right now?

Designing the Future(s) Launch: November 20, 2013

Announcing the Launch of Designing the Future(s)
of the University



November 12, 2013

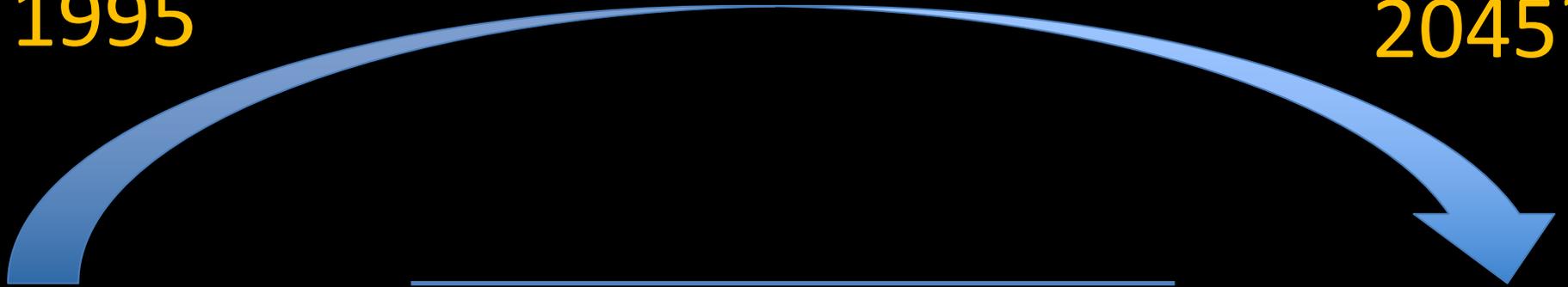


10²: How might we design for the next ten years,
with the next ten decades in mind?

1995

2023

2045?



Transition to the Learning Paradigm

1995

Naming a Paradigm Shift: From Teaching to Learning

“A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction.

Subtly but profoundly we are shifting to a new paradigm: *A college is an institution that exists to produce learning. This shift changes everything.* It is both needed and wanted.”

Robert Barr and John Tagg [From Teaching to Learning: A New Paradigm for Undergraduate Education](#) (*Change Magazine*, 1995)

1995

From Teaching to Learning

Instruction Paradigm

- Provide/deliver Instruction
- Transfer knowledge from faculty
- Offer courses and programs
- Faculty are primarily lecturers
- Atomistic, parts prior to whole
- Time held constant, learning varies

Learning Paradigm

- Produce learning
- Elicit student discovery
- Create powerful learning environments
- Faculty are primarily designers
- Holistic, whole prior to parts
- Learning held constant, time varies

1995

From Teaching to Learning

The change ... is a small change that changes everything. Simply ask, how would we do things differently if we put learning first? Then do it.

It will take decades to work out many of the Learning Paradigm's implications.

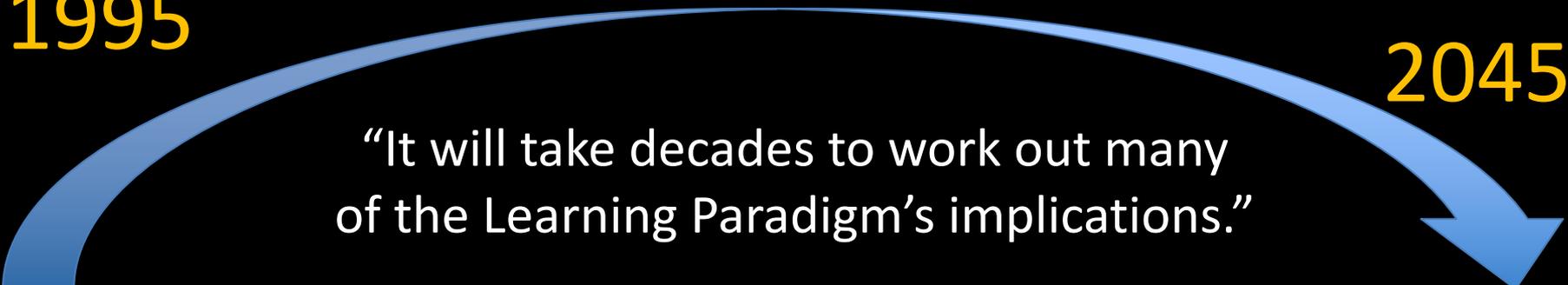
Robert Barr and John Tagg [From Teaching to Learning: A New Paradigm for Undergraduate Education](#) (*Change Magazine*, 1995)

2023

1995

2045?

“It will take decades to work out many
of the Learning Paradigm’s implications.”

A large, light blue curved arrow starts on the left side of the slide, pointing towards the right. The arrow is thick and has a slight gradient. In the center of the arrow, there is a white quote. The arrow ends in a solid blue arrowhead pointing towards the right.

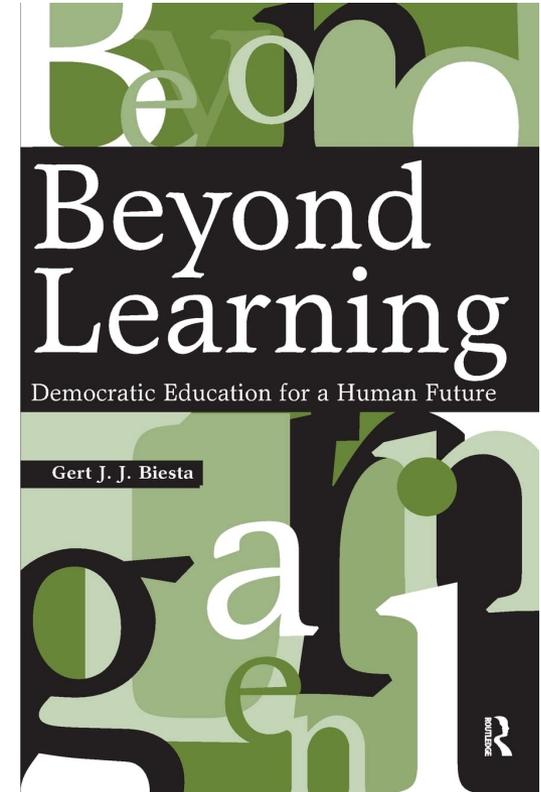
Transition to the Learning Paradigm

Learning v Education

“...Something has been lost in the shift from the language of education to the language of learning.”

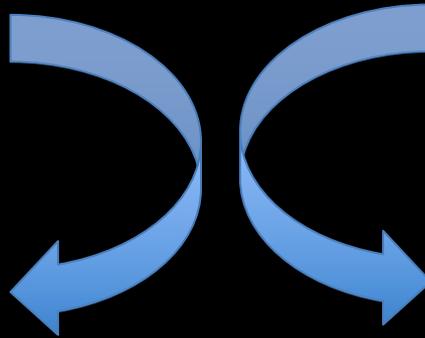
The “Learnification” of education.

Gert J. J. Biesta



Learning Paradigm has had a paradoxical course of progress.

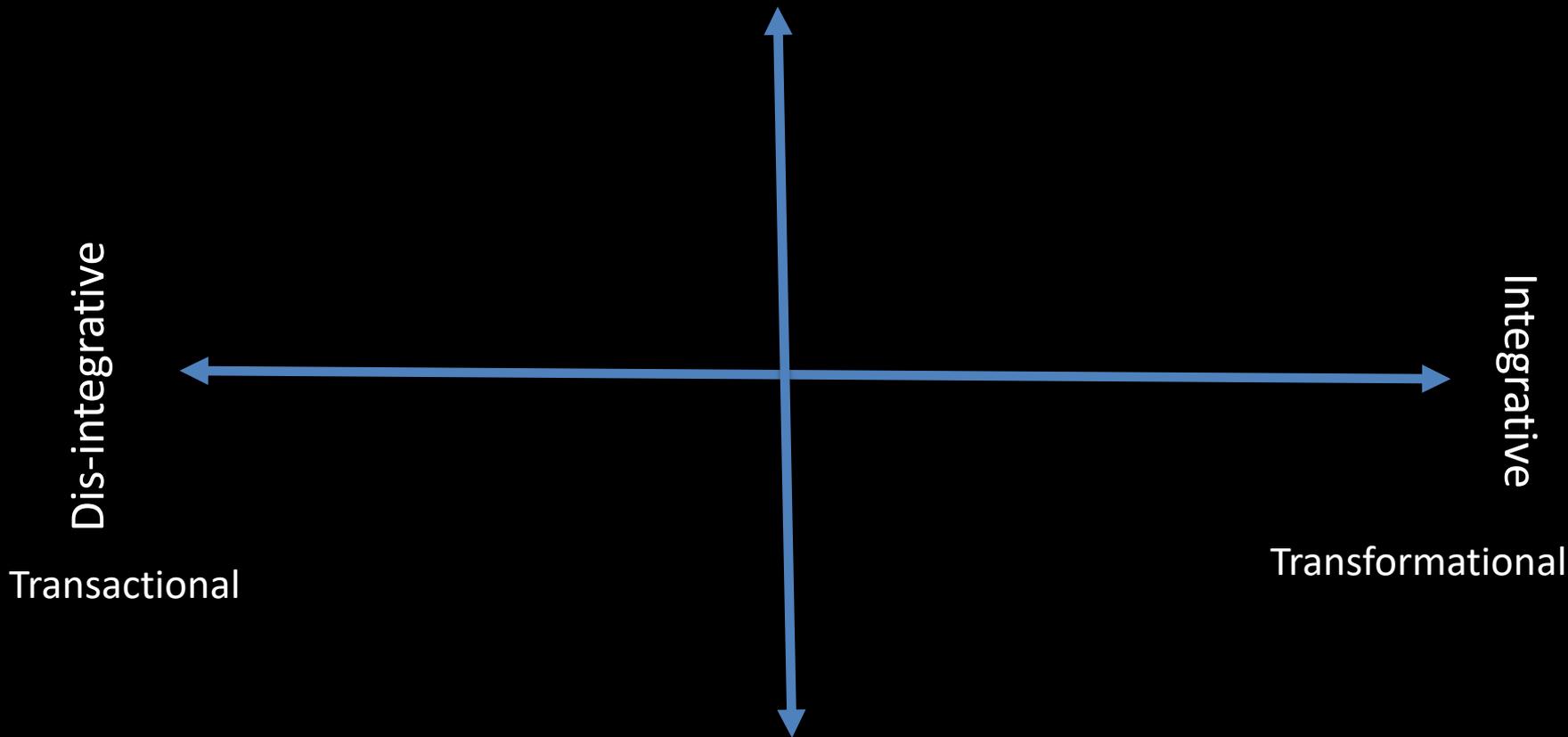
Dis-integrative
Transactional



Integrative
Transformative

Inclusive Excellence

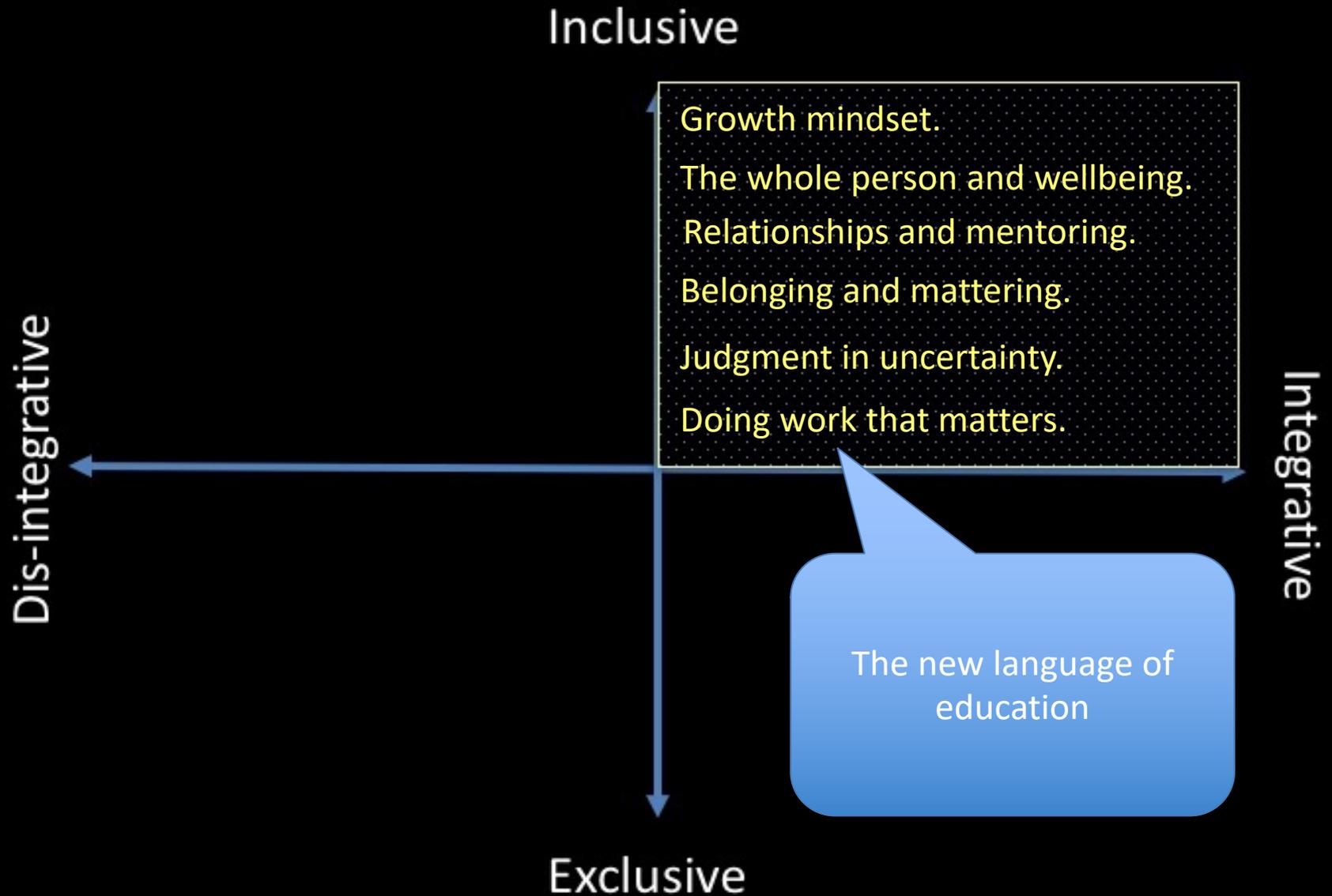
Inclusion, Diversity, Equity (access but experience and outcomes)



Exclusive Excellence

Qualified and Prepared students
Rich holistic environments

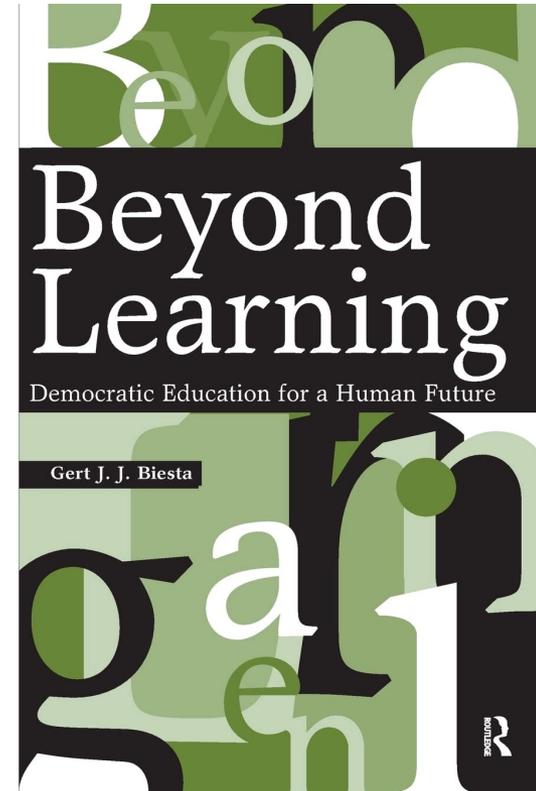
What matters in this quadrant?



Learning v Education

“education ... is not just about the transmission of knowledge, skills, and values, but is concerned with the individuality, subjectivity, or personhood of the student, with their “coming into the world” as unique singular beings.”

Gert Biesta



Learning v Education

“...the first responsibility of the educator is a responsibility for the *subjectivity* of the student, for that which allows the student to be a unique singular being.”

Gert Biesta





Regents Science Scholars

Launched in 2016, the Regents Science Scholars Program provides support for first-generation college students majoring in biomedical fields.



From Active Learning to Project-Based



Focus on:

- Professional identity
- Impact
- Agency
- Community

“We had been focused on fixing deficits, not building strengths.”



Regents STEM Scholars Wine Project





Professor Heidi Elmendorf, Biology
Director, Regents Science Scholars Program

“We covered everything we would have covered just in the context of this project.”

“They were surprised and daunted that they were the research team. But within one day the most common phrase was, “what would help Jeff?”

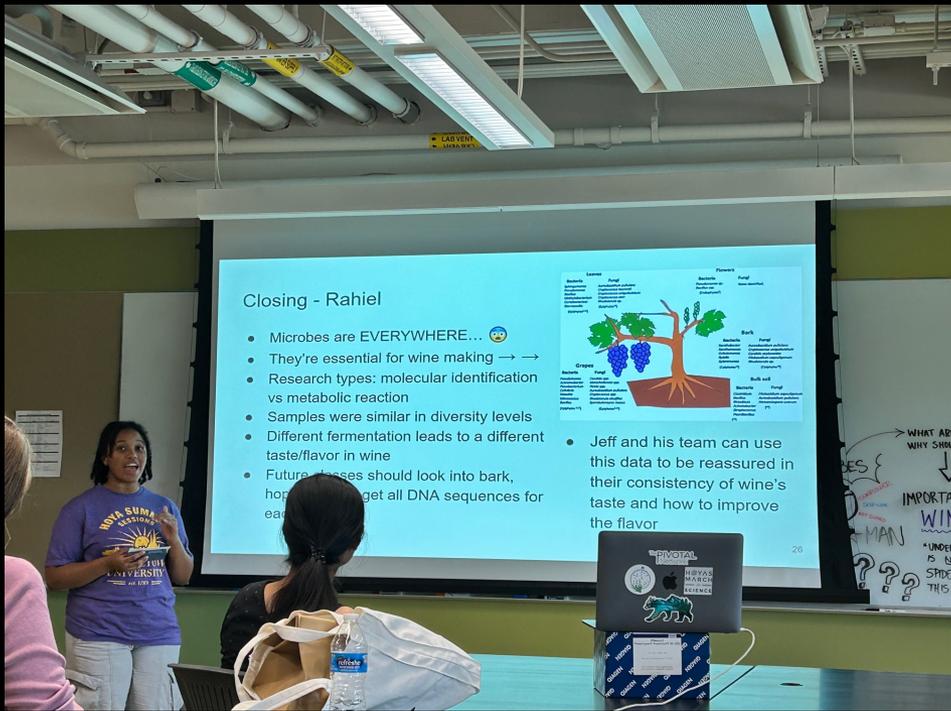




Team Microbe

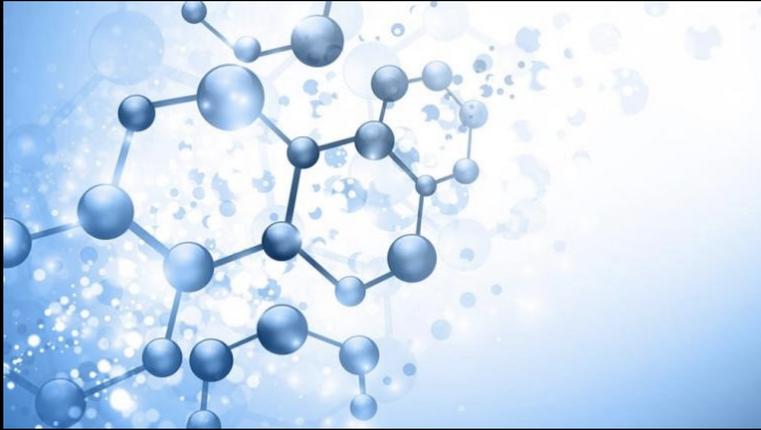
Team DNA

Team Quant



Student presentations on campus about their research.





Regents Science Scholars

In seven years, the number of first gen/low income students in biomedical majors has increased 5x.

>20% of the matriculating class of Biology majors are first-gen, low-income students.



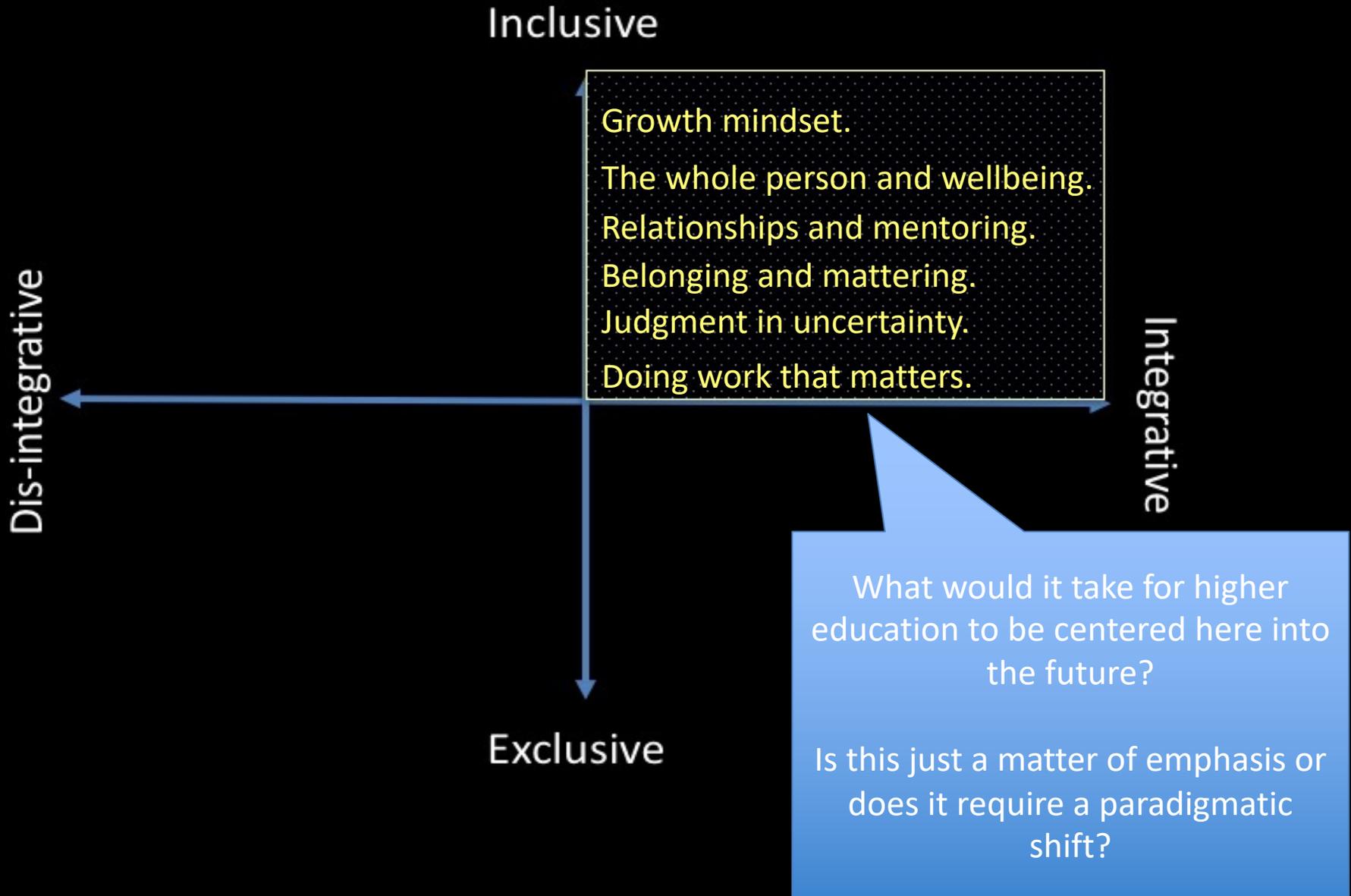
Learning v Education

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What matters in this quadrant?





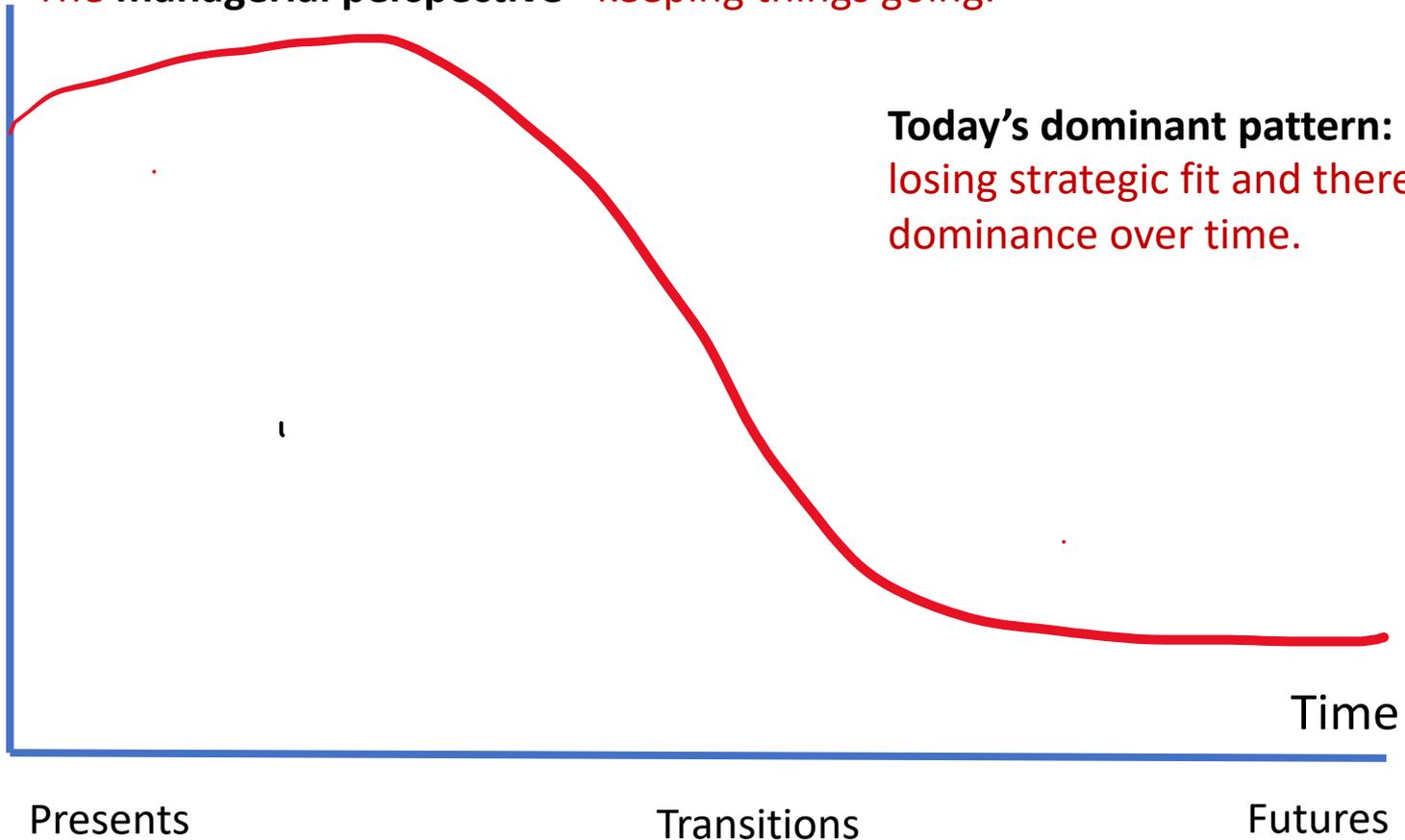
10²: How might we design for the next ten years,
with the next ten decades in mind?

A way of thinking about change and paradigms.

Three Horizons Framework

H1 Business as usual – sustaining innovation

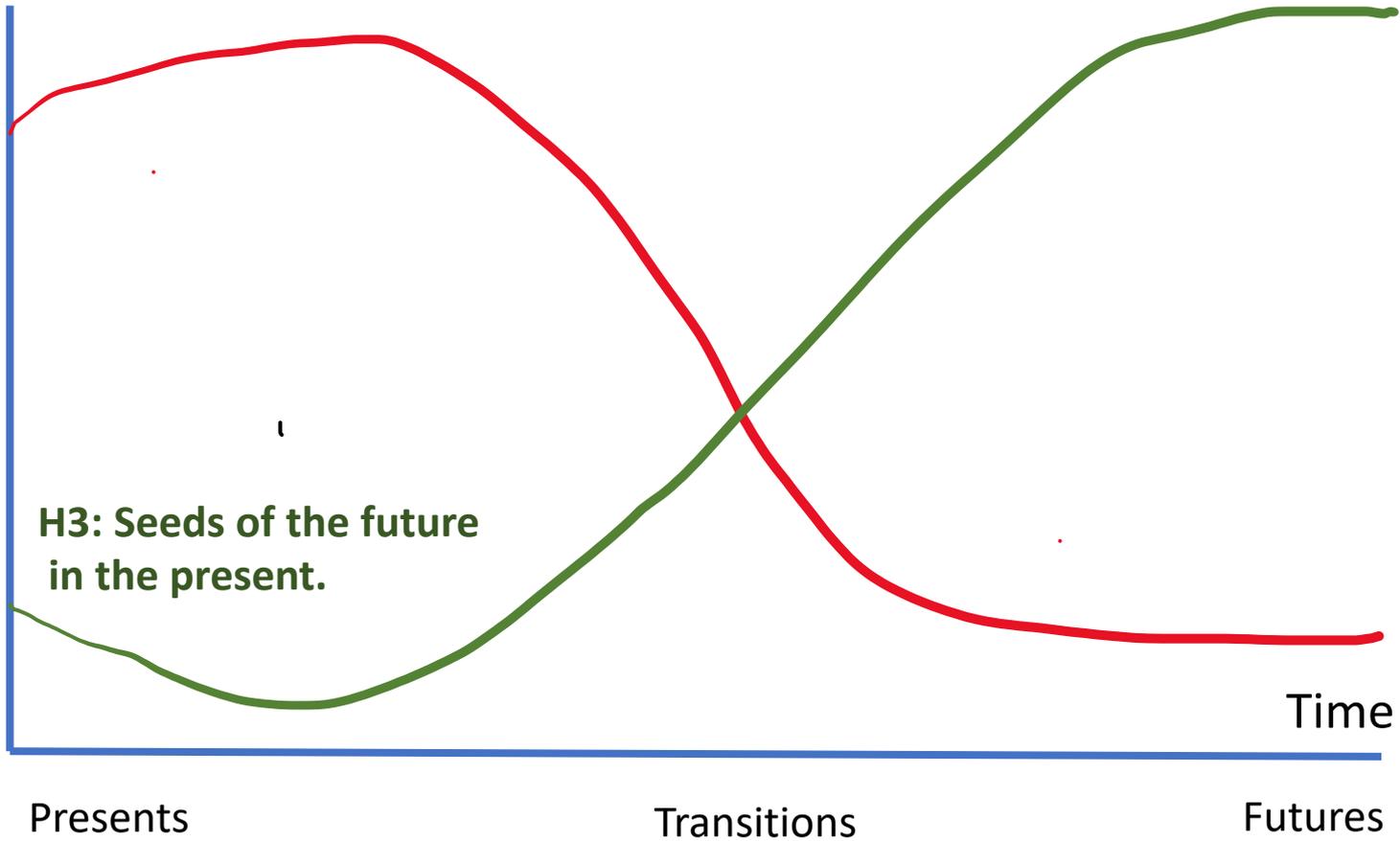
The managerial perspective – keeping things going.



Today's dominant pattern: a system losing strategic fit and therefore dominance over time.

THREE HORIZONS THINKING

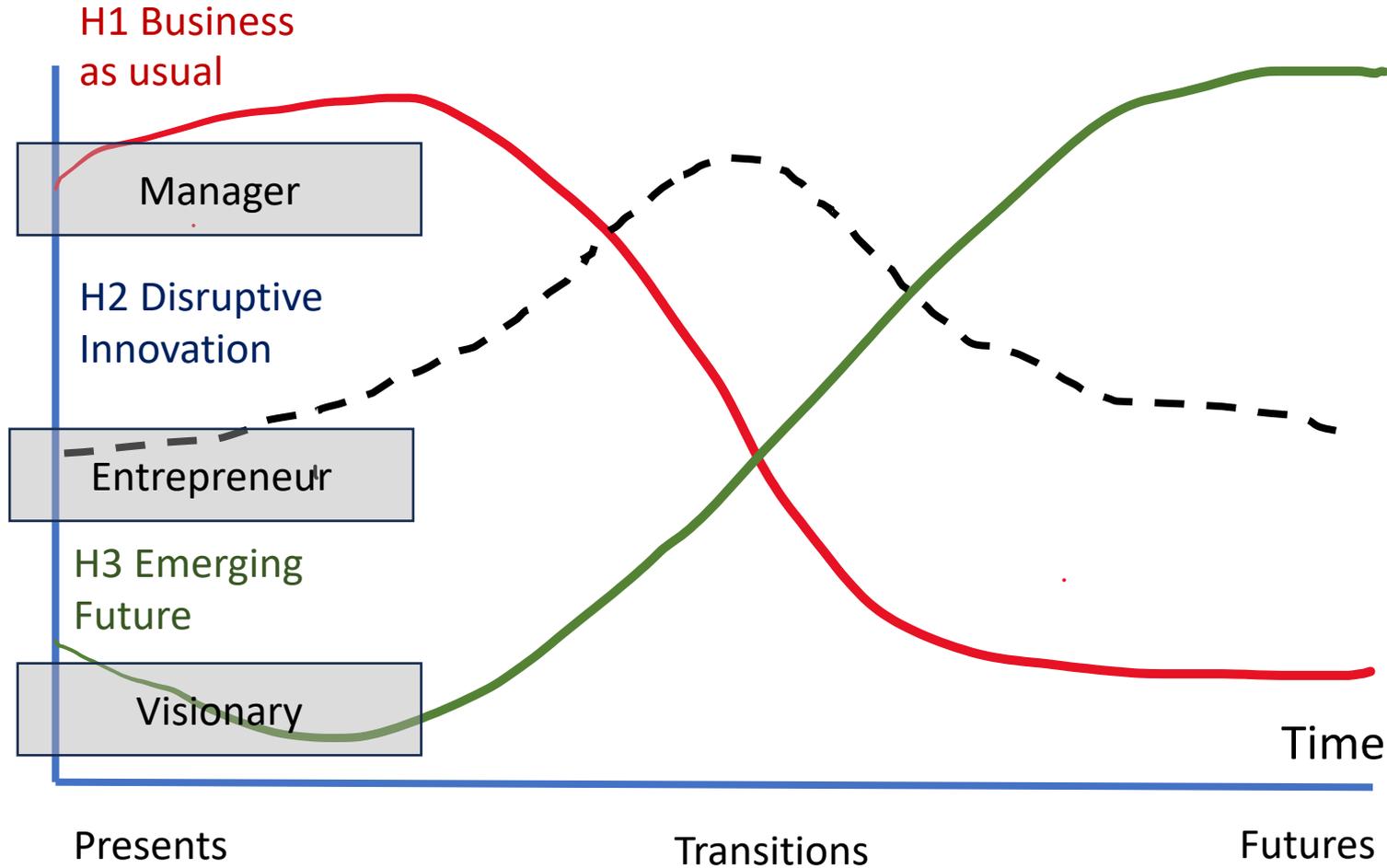
Pattern



BILL SHARPE, INTERNATIONAL FUTURES

THREE HORIZONS THINKING: Bringing it all together

A transformative innovation system that contains three ways of acting and seeing in the world.



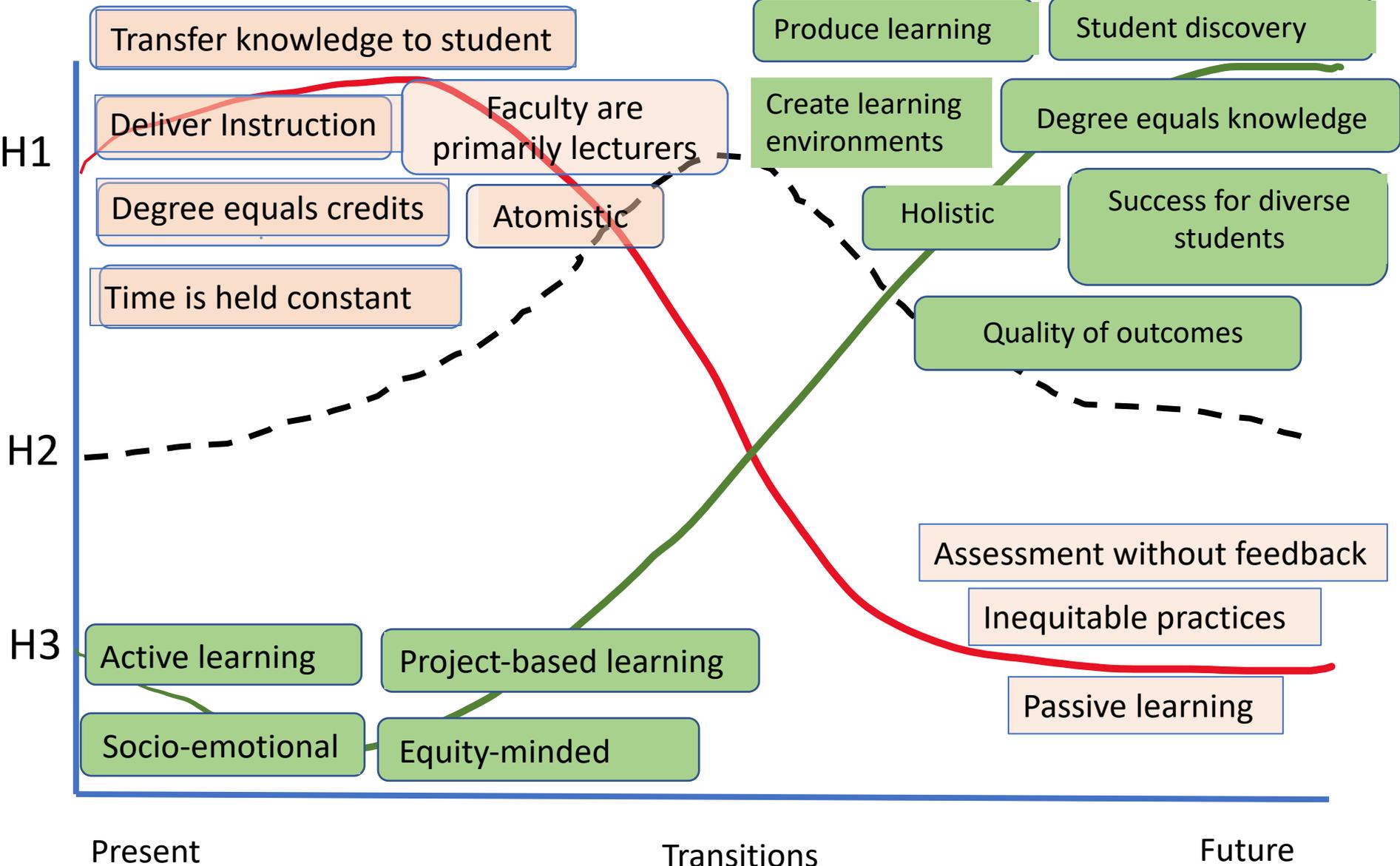
What is being born and how can we help it arrive well?

What is being disruptive and how can it be harnessed [H2+] not captured [H2-]?

What is fading and how can we help it to let go and leave well?

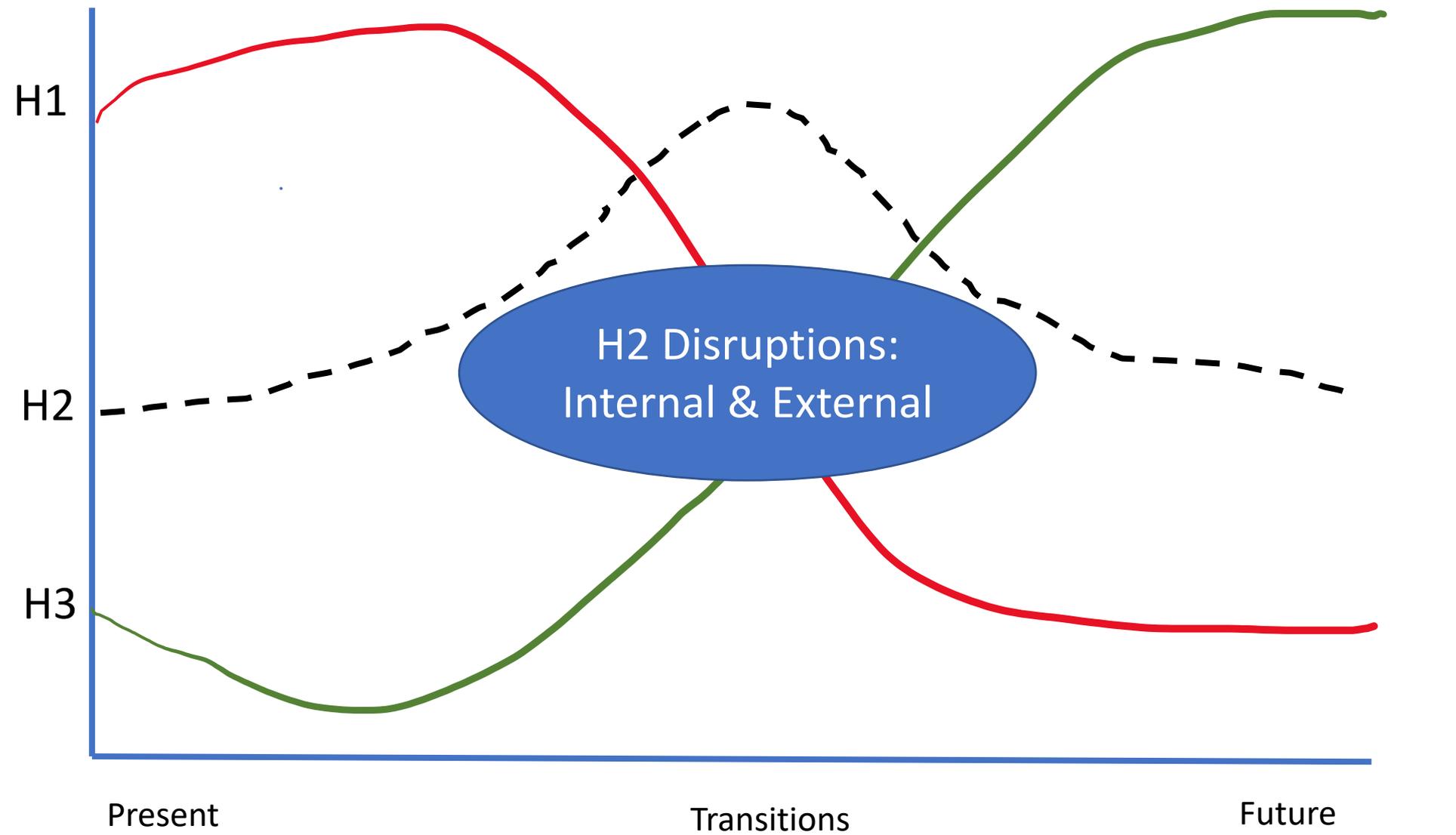
Instructional Paradigm (Dominant Paradigm, 1995)

Learning Paradigm (Emerging Paradigm, 1995)



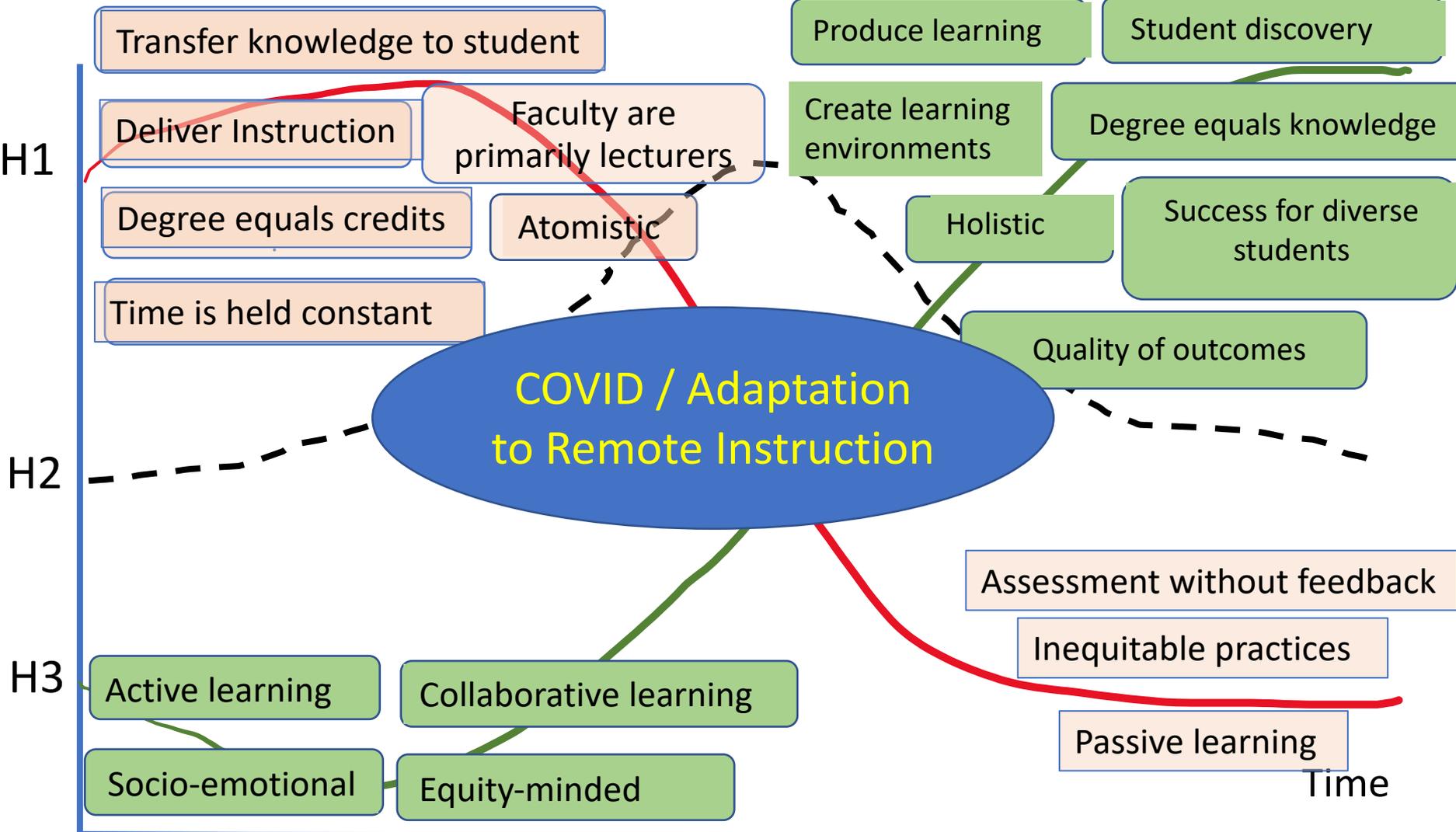
Dominant Paradigm

Emerging Paradigm



Instructional Paradigm (Dominant Paradigm, 1995)

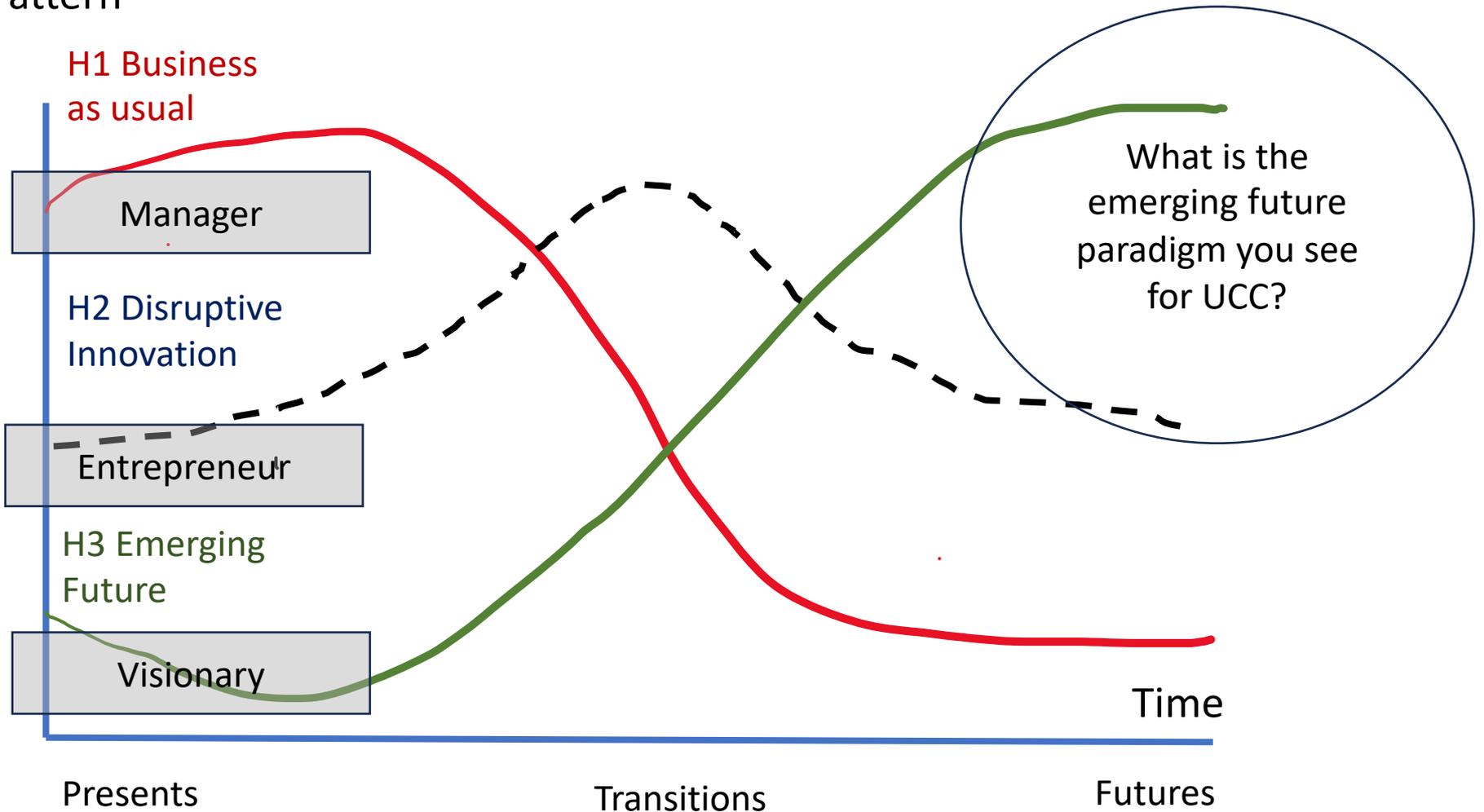
Learning Paradigm (Emerging Paradigm, 1995)



THREE HORIZONS THINKING:

Beyond the Learning Paradigm?

Pattern



THREE HORIZONS THINKING:

What's the Emerging Paradigm?

What's your WHY?

Pattern

H1 Business
as usual

H2 Disruptive
Innovation

H3 Emerging
Future

Manager

Entrepreneur

Visionary

What is the emerging future
paradigm you see for UCC?

Make an impact
Caring Practitioners
Mentoring & Supportive Culture
Create Changemakers
A thriving life
Support Mobility

Time

Presents

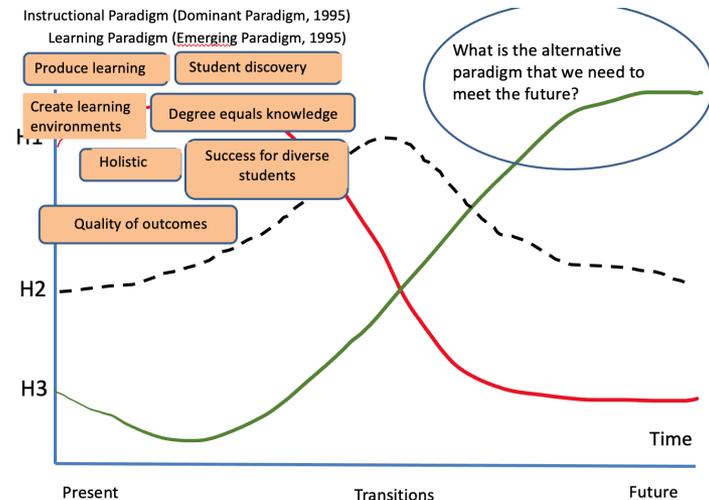
Transitions

Futures



10²: How might we design for the next ten years,
with the next ten decades in mind?

VISIONS of H3



I join the many existing voices of educational transformation to contribute to the generation of *a new tipping point*—a movement that wishes to create a new dream of education.

The foundation of this dream is a more harmonic, holistic vision of education that honors the whole of who we are as intellectual, compassionate, authentic human beings who value love, peace, democracy, community, diversity, and hope for humanity.

Laura Rendón, *Prelude to a New Pedagogical Dreamfield*

THREE HORIZONS THINKING:

Pattern

What is the emerging future paradigm?

“Education that honors the whole of who we are as intellectual, compassionate, authentic human beings who value love, peace, democracy, community, diversity, and hope for humanity.”

H1 Business as usual

H2 Disruptive Innovation

H3 Emerging Future

Manager

Entrepreneur

Visionary

Time

Presents

Transitions

Futures

Joint Environment and Sustainability Program Proposal (JESP)

*GEORGETOWN
UNIVERSITY*



University News

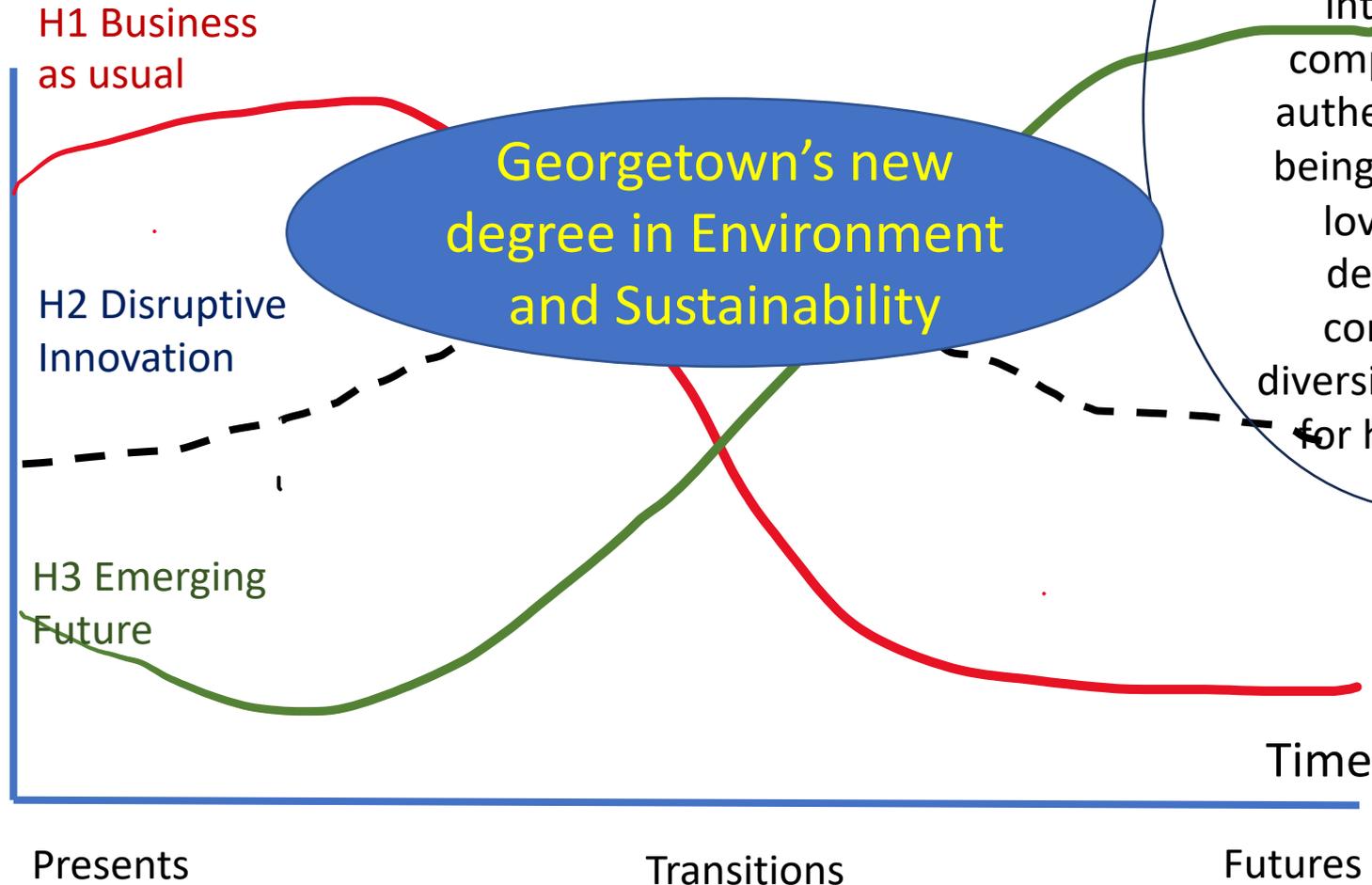
Georgetown Launches Undergraduate Degree on the Environment and Sustainability

December 1, 2023

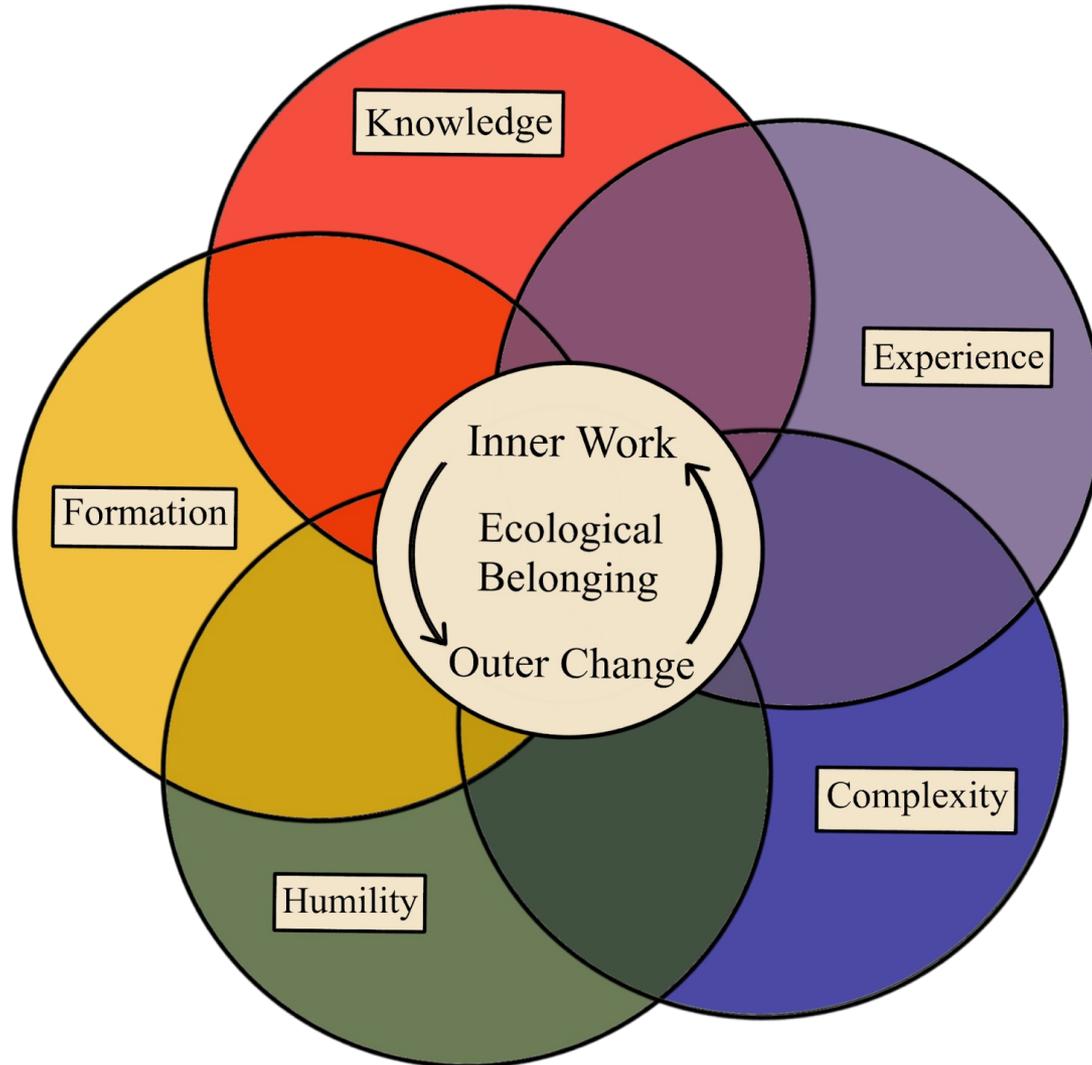


THREE HORIZONS THINKING:

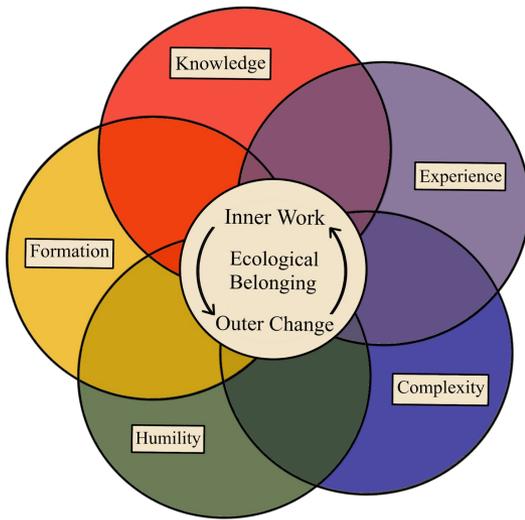
Pattern



New undergraduate degree in Environment and Sustainability



Joint Environment and Sustainability Program Proposal (JESP)



Experiential Learning at every level:

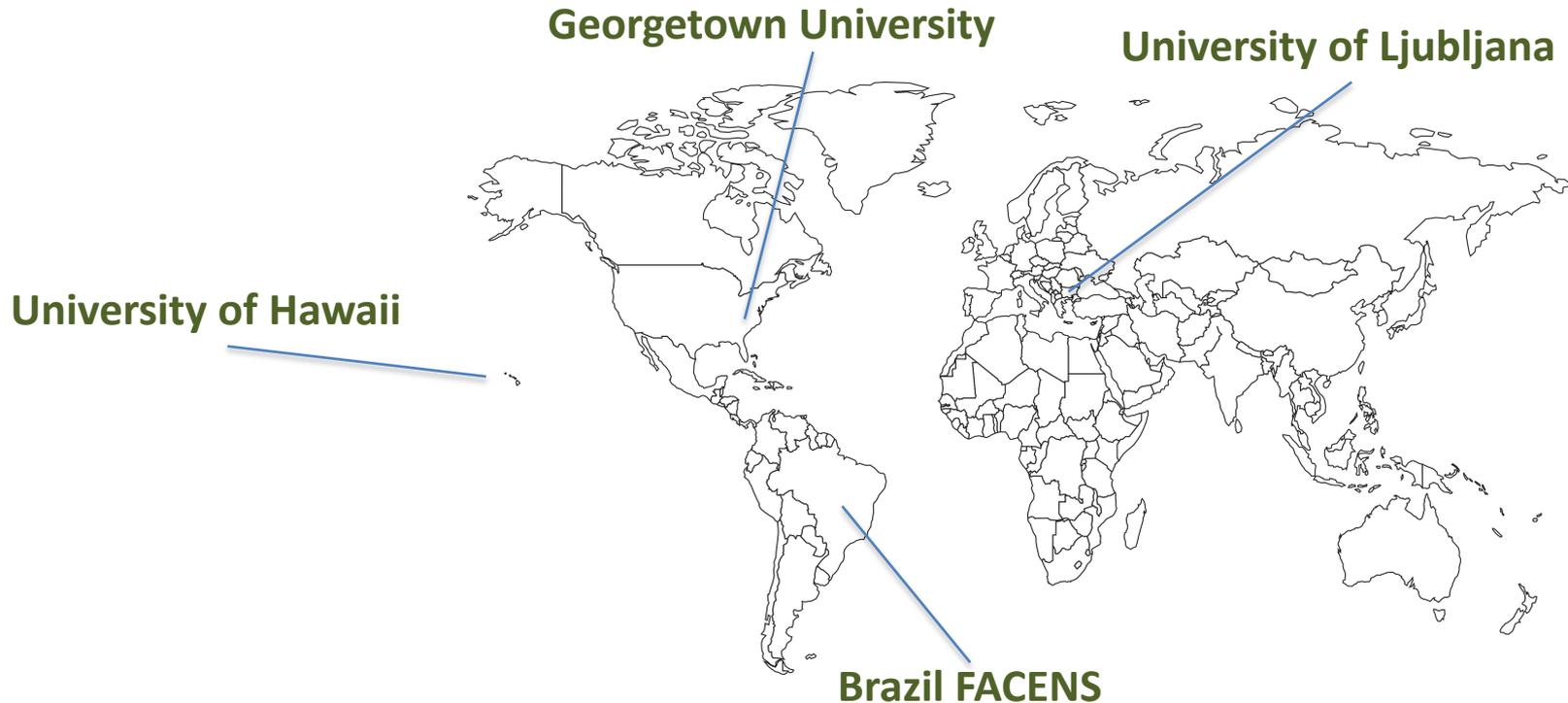
- **Research Rotations**
- **Professional Development Experience**
- **Global Environmental Immersion**
- **Peer Leadership**
(every student has six credits of professional formation as a peer teacher or mentor)

Each of the first four semesters is a **9-credit block** that combines Science, Humanities and Ethics, and two bookend Integrative Experiences.

Global Ecological Belonging Project

“How shall we live?”

Stories * Practices & Rituals * Ways of Knowing



Fall 2023: 54 Student Innovation Fellows in Four Universities

Spring 2024: 100 Student Innovation Fellows in Eight Universities on six continents

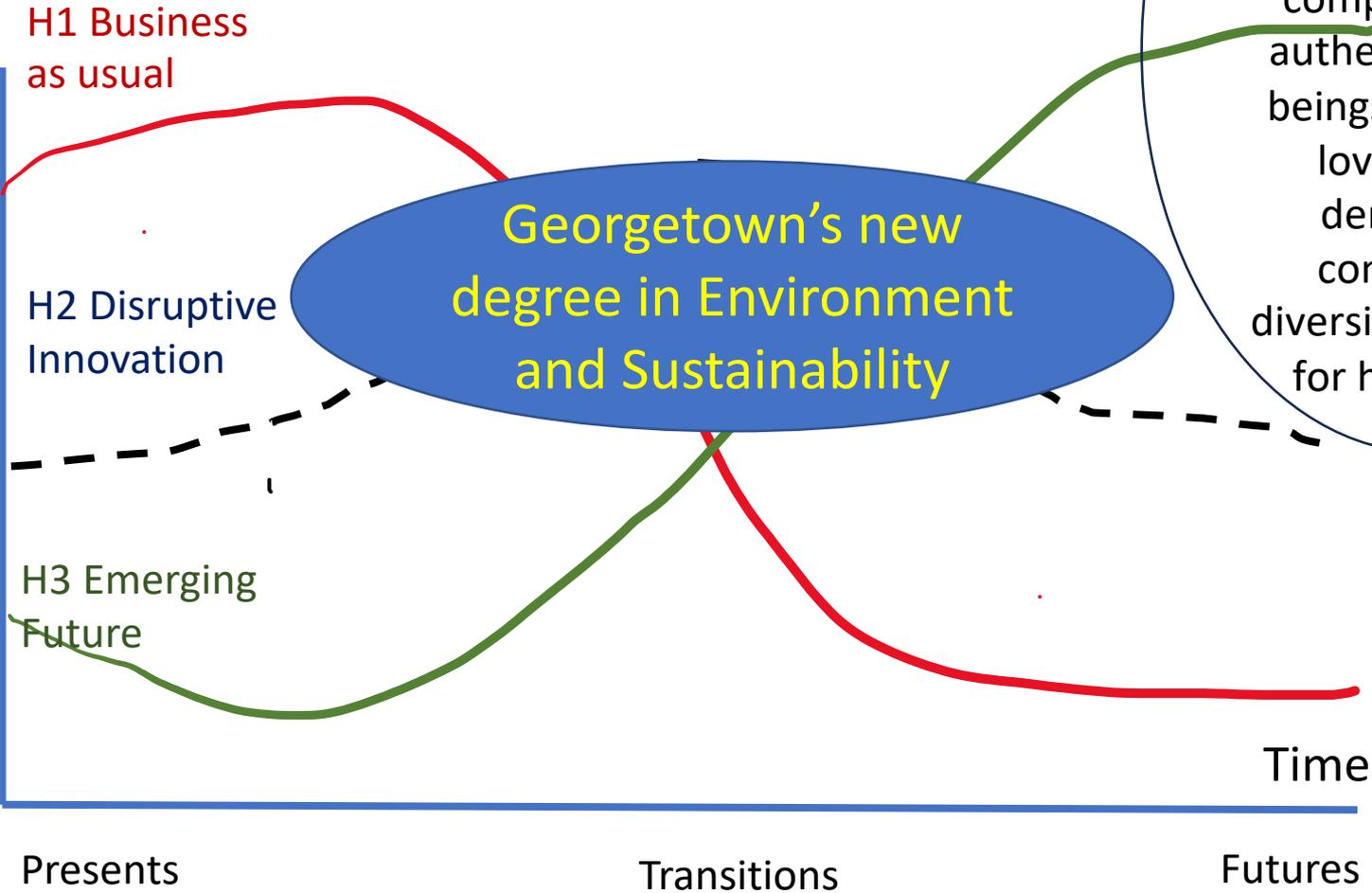
Georgetown + The Wellbeing Project

THREE HORIZONS THINKING:

Pattern

What is the emerging future paradigm?

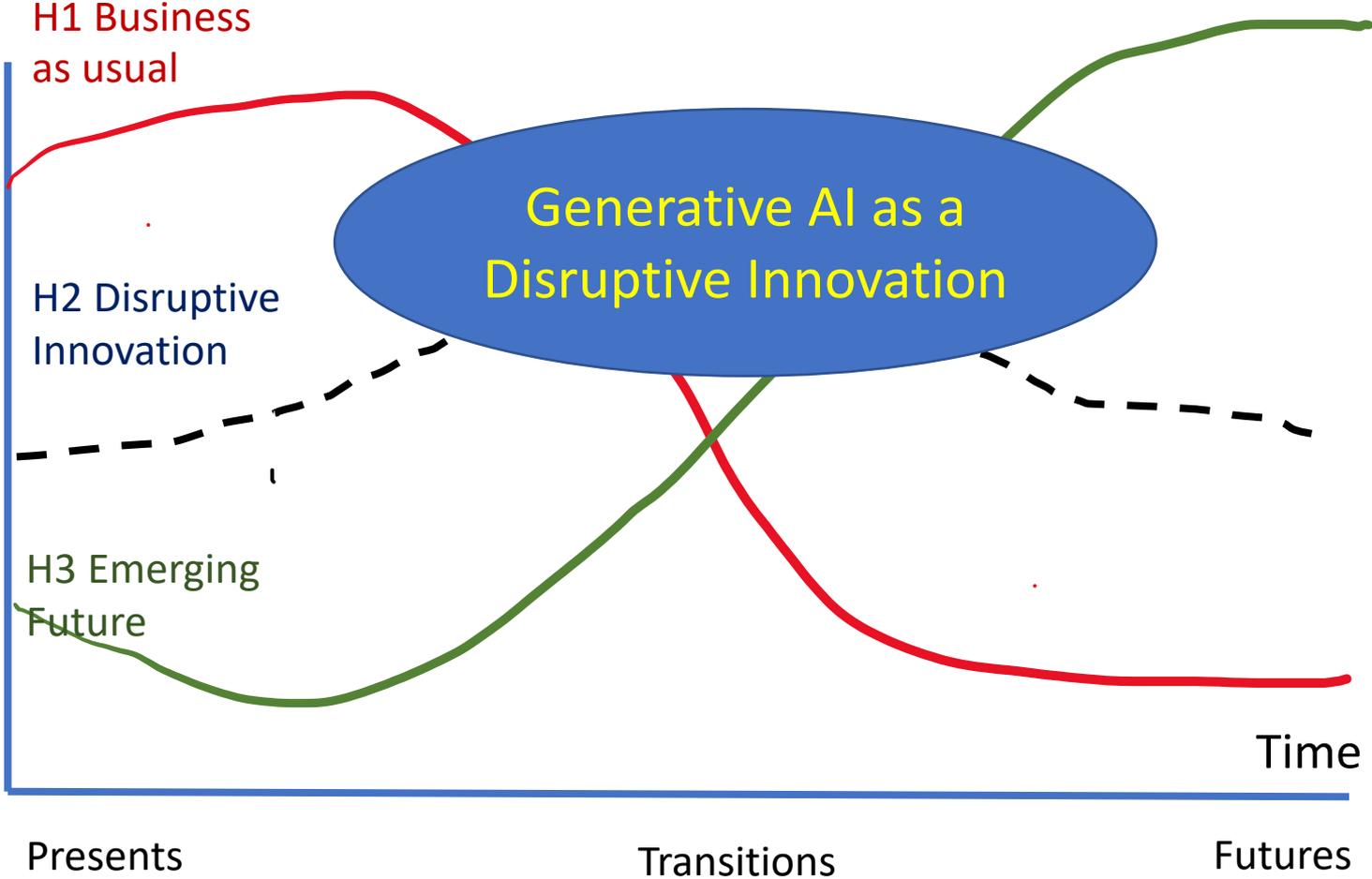
“Education that honors the whole of who we are as intellectual, compassionate, authentic human beings who value love, peace, democracy, community, diversity, and hope for humanity.”

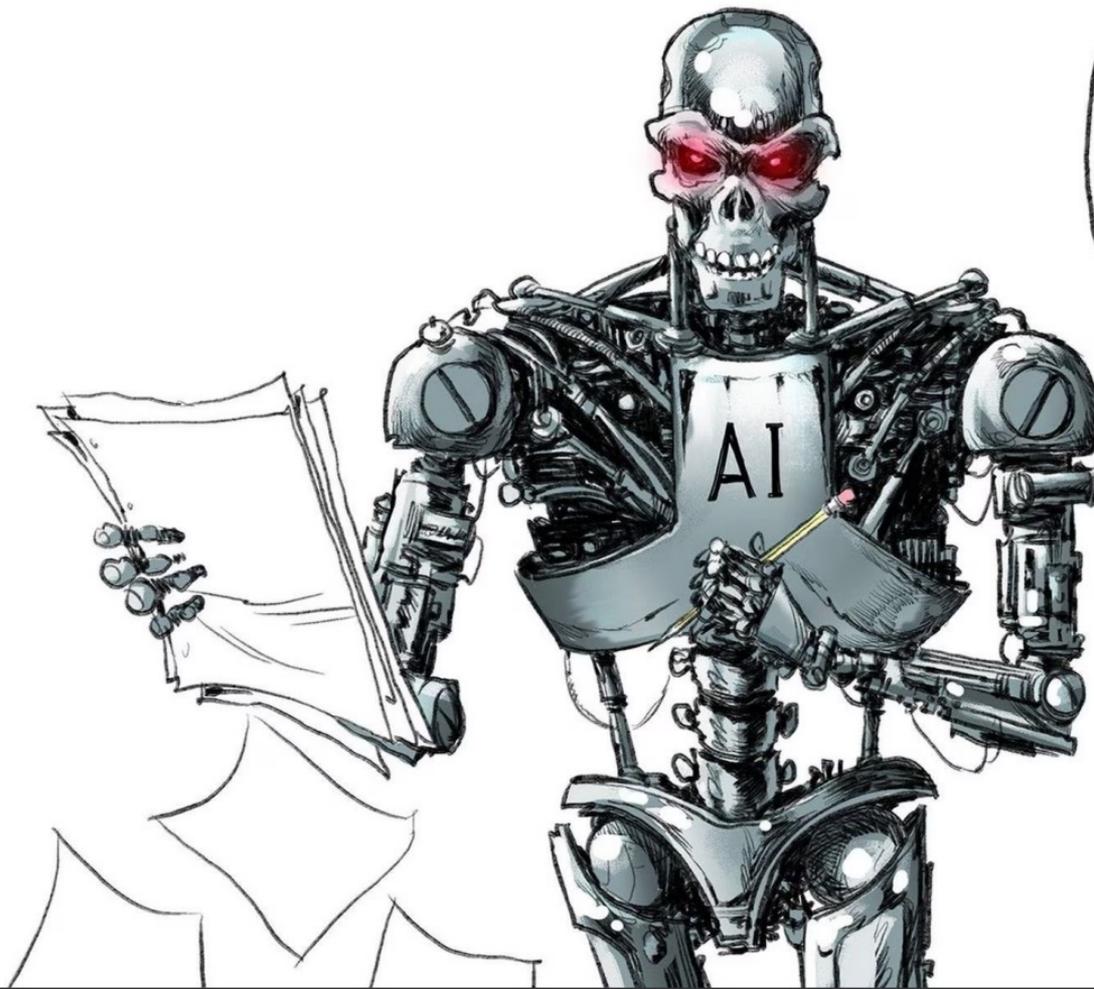


THREE HORIZONS THINKING:

Pattern

What is the emerging future paradigm?





HOW AM
I SUPPOSED TO
START A ROBOT
APOCALYPSE
WHEN YOU KEEP
MAKING ME
WRITE TERM
PAPERS?

And now ... Generative AI tools

Responding Strategically to Generative AI

PHASE 1: REACTIVE		PHASE 2: STRATEGIC		PHASE 3: PARADIGMATIC
Police	Adapt	Integrate	Reimagine	?
Limit or restrict use of AI through policies	Adjust assessments to downplay use of AI	Incorporate AI into goals, pedagogy, and content <ul style="list-style-type: none">▪ Use Responsibly:▪ Use Creatively▪ Use Innovatively	Create new learning goals, pedagogies, curricula, and disciplines <ul style="list-style-type: none">▪ Policies▪ Assessments▪ Pedagogy▪ Learning	

If our students are going to graduate and live in a world where they will be adding human value to AI-integrated work environments, then what is our responsibility as educators?

Sign up with your email to stay up to date with IPAI!

Subscribe

Call for Proposals to Explore Creative Uses and Educational Implications of Generative AI

Sections

[Introduction](#)[Funding Categories Overview](#)[Exploration Grants](#)[Faculty Early Adopter Mini-grants,
"IPAI Fellows"](#)

Introduction

The advancements in Artificial Intelligence (AI) and especially generative AI tools (such as ChatGPT and others) present challenges and opportunities. Georgetown is broadly supporting faculty in adapting and integrating AI tools, as mentioned in the recent [email from CNDLS](#) and [their growing set of resources](#). At the same time, we recognize that many of our faculty and students are exploring creative ways to use AI tools to advance the kind of education that we value.

In order to accelerate and support these explorations, the Provost announced the creation of an

First call for proposals: September 2023
90 submissions in five categories, including Student X-grants

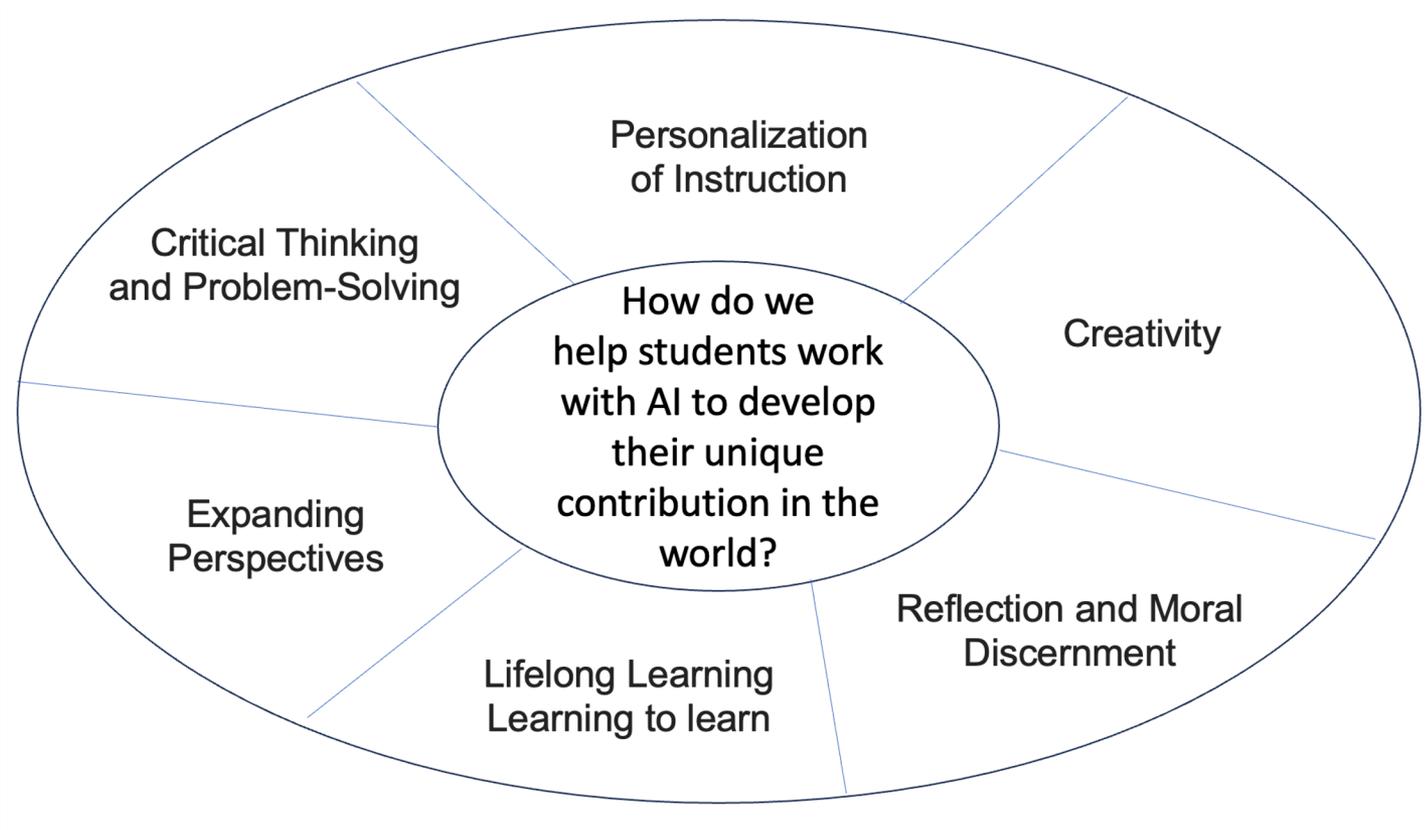
In January, we are launching...

Georgetown Design Lab for AI and Transformative Education

Connecting and supporting all categories of IPAI grantees and creating a Community of Practice around the most robust questions of AI and the future of human learning.

**The vision question:
“What would it look like if we got it right?”**

AI and Educating the Whole Student



AI literacy + Awareness of how AI is changing fields and work.





10²: How might we design for the next ten years,
with the next ten decades in mind?

As machines get better
at being machines,
are humans getting better
at being human?

Revised 2023

As humans create AI,
and humans and AI move
toward integration,
we better ensure that we are
**centering human value and
our humanity.**

To engage in learning always entails the risk that learning might have an impact on you, that learning might change you. This means that education only begins when the learner is willing to take a risk.

Gert Biesta, *Beyond Learning*

Thank You for Your Attention and the Work that You DO!

Comments, Questions and Follow up Welcome!

bassr@georgetown.edu

