

Vision Document

An interview with team A

In the document that lies before you we would like to show you our vision by means of an interview.

Enter:

- Interviewer
- General teller: does introduction and end
- Team member that argues from student perspective changes
- Team member that argues from teacher perspective changes
- The team member that makes the relation to economic change

Take 1: Introduction

Speaker	Comment
Interviewer	Ladies and Gentlemen! Welcome to Leaders for Economic Change. In this documentary we explore ways for economic change by interviewing young people with inspiring ideas. Today we'll talk about academic educational reform. In the studio are 4 people that will tell us more about their ideas. Please introduce yourself!
General Teller	Good afternoon! Although we have worked with a team on this, I will answer your general questions about this academic educational reform.
Student perspective	Hello I will answer your questions with regard to the changes the students will notice
Teacher Perspective	Good afternoon, I will answer your questions with regard to the changes the students will notice
Relation to Economy	Hello I am the economist and I will answer your questions that concern the relationship between our aspired academic reform and the economy

Take 2: General Idea

Speaker	Comment
Interviewer	OK, so you say you want to change the higher education system, could you give me some general idea or image about what you envision?
General Teller	Do you agree with me an academic system is a developer of the self, and not merely a knowledge factory that strictly produces accountants, psychologists, advocates. Students are more than a tool, they are an end in themselves. They are in a world that requires significantly different skills than those procured by current higher education. We live in a dynamic and chaotic world with radical transparency

(wikileaks), a need for collaboration and creativity, the emergence of other great economic players, great world problems and the desperate crave for people to find some purpose in their lives. People are now bored with their education, the zesjescultuur reigns. There is a strong undercurrent in our society, one that demands of people to find purpose and have some good influence on the world around them (not 'just making some money'). The terminal apathy of our current higher education system is that we specialize (create boxes for everyone) student to become a tool without exposing them to other perspectives, ways to think of value (ethics), and to expose them to what their place in society could be. Essentially our plan to make the undercurrent the mainstream. Our educational reform will unlock the vast potential that is yet unlocked in the majority of students and prepare them for a purposeful and responsible life after their study. Concerning the latter: there are now no universities that really dedicate themselves to contributing to the solution of the great world trends and challenges. There are masters in sustainability, but no university fully specializes on these topics.

Interviewer Wow, that sounds ambitious! Let's make that a little bit more concrete shall we? What *different* kind of students will your university deliver?

General Teller The ultimate student

- Has found purpose and inspiration in one's study (does not have quarterlife crisis and does not need to travel the world to suspend choosing a future)
- Can act as an ambassador for his/her initiative to live her/his purpose in life (autonomous)
- Is able to collaborate with all sorts of people (poor and rich, Western and Eastern, and can think from different perspectives (and interests of other actors, e.g. from the perspective of business, state, civil society or even nature)
- Is critical and does not take current system for granted: understands chaos and change. The student is a creative and perhaps disruptive, thinks way outside the box and has learned how to overcome vested interests
- Is a master in finding synergies in the dialogue by thinking way ahead current short term selfish interest of each actor
- Understands the value of 'process optimization' in chaotic/continuously changing environment
- Knows how to find and interpret information on a wide scale rather than cramming information on a small, specific level
- Has made oneself specialized in a certain theme (e.g. integrated reporting), rather than a career specification (e.g. accountant)

Interviewer I think I am starting to understand where you are getting at. It sounds all quite logical and you seemingly make good use of the undercurrent of responsibility and purpose. But I still want it a bit more concrete: what are you targeting? Are you creating your own university? Are you going to change an existing university?

General Teller Good question. We want to target a large university, or rather: a superuniversity. This university already has many different fields of expertise (Alpha, Beta and Gamma) and is ready to become the world's first global academy that sets itself as a servant to the global world problems (instead of wanting to be a top university, selfish goal). It operates differently than universities do at present. Actually, the university we mean is already in development: we refer to the merge of the EUR, TU

Delft and Leiden University	
Interviewer	You are getting me interested in how you want to create this differently minded university; what are the general differences?
General Teller	<p>Firstly our superuniversity creates a different and authentic measure for good university progress. The idea is that the university will not be led by standardized external measures that are part of the old system. It is like the innovative move of the Finnish educational system. Additional measures can be research societal impact index (how many people will it feed, save from poverty, provide new forms of energy etc.), student contentment of education. The Earth Charter is a great inspirational source for the new measure.</p> <p>Secondly, The superuniversity will be much closer to society. It will create a great crowdsourcing infrastructure to combine the interests, information and resources (finance, speakers, projects etc.) from all different spheres of society (state, business, civil society). This will also be used internally: all teachers and students must also share what they are up to. E.g. if you type in 'subprime mortgage' you'll see: available speakers concerning it, teachers that are talking about it etc. this can also be used by other universities to copy or improve teaching programs. The university is not there for the self but for the society. Coopetition is the word. Still the university will greatly benefit from it as it is a magnet for info etc. Teachers are also required to tell their network of it. Ideally somebody in India notes an interesting development with regard to water and offers a stay in India to further develop it (for a team of technical, sociological and business students). The crowdsourcing software is the brain of the brainpark that surrounds the university</p> <p>Thirdly, Our superuniversity changes its internal structure by stimulating incumbents' autonomy, mastery and purpose. I think it is a good idea to interview my colleagues that are experts on the changes with regard to students and teachers.</p>

Take 3: Purpose

Speaker	Comment
Interviewer	Yes, that's a good idea. Let's talk a bit about how purpose can be created with regard to students?
student perspective	I think the best way to show you is to talk you through the new academic phases we envision. All students go through a common year in which courses as philosophy (social and epistemological), ethics, sociology, great global challenges, extremely critical thinking (placing all of society in a different perspective) and presentation and discussion skills are given. Students are also pushed for introspection. After these first 8 months they will follow a societal internship. After this year they will choose their main discipline. Two years will be spend in this discipline. Gradually the student can choose one's own theme. After the first 3 years, the student has another semester that one must fill in as one wishes oneself (internship, work, deepening knowledge on a theme, study abroad, and other extracurricular activities). After these 3,5 years the student can choose one's 'master': a theme one wants to

	specialize in (water shortage, integrated reporting etc.). VISUAL NECESSARY HERE!
Interviewer	OK, so you build in evaluation moments and you stimulate students to think about what they value and what is important in society these days. I also notice that the student will have more exposure to the 'real world'.
student perspective	As you can see there is more multidisciplinary, and the courses are more focuses on broad topics, this is to give the student an impression of 'what is out there'. Also courses on personal development (emotions, spirituality, knowledge of the self, how to cope with stress, learn about passion) are provided. This way we stimulate students to find their purpose in this great whole and develop themselves much more than students of the contemporary education system.
Interviewer	And what do you mean by those themes?
student perspective	Instead of educating somebody for a specific function, our superuniversity aspires to develop students into becoming capable of solving great issues. Rather than becoming an accountant, one becomes specialist in reporting practices that can help businesses handle their reporting with regard to external societal forces
teacher perspective	In addition, it is nice for a teacher to teach a theme about which one is passionate. To teach about one finds purposeful to educate the new generation with what they find is most important in this world. The superuniversity also provides the teachers with a minor that helps them find and teach their passion. One will be taught to use the crowdsourcing system and find all the necessities for one's courses (e.g. online lectures).

Take 4: Autonomy

Speaker	Comment
Interviewer	So I understand the university seeks purpose for itself (by the authentic index) and for its students by its new phase system. Also the teacher can teach about what he finds purposeful, how does this work?
teacher perspective	That's the nice thing about this superuniversity, it is tremendously decentralized and it trusts the educational capabilities of teachers. One of the only measures is that the teacher takes into account how their teachings relate to the higher purpose of the university: bringing some good in this world (remind the authentic measure of the superuniversity). Compare it to the case of Finland!
student perspective	This autonomy is also to be found in the renewed ECTS system. Whereas before you could only gain points on academic development, the new superuniversity broadens the possibilities to score points. The academic development is now accompanied by personal and societal ECTS. Now points can be scored with work, internships, personal courses, sports following debates, study association, organizing speakers, events, doing projects etc. This way the superuniversity acknowledges and stimulates broader development.
Interviewer	It seems there are countless possibilities in activities, courses and projects. Is the student not overwhelmed by this?
student perspective	Indeed, the amount of choice is overwhelming. Therefore the university recruits mentors. Every mentor has a class of students that he/she will follow during their study period. In businesses these days trainees get a coach with whom they can discuss their ideas and difficulties. The coach, or in our case the mentor, tries to help the student to find answers by providing personal, career or educational advice.

	Mentors are experts of the academic landscape and they help students make their decisions. This way the learning path is optimized and the students learn to make their own decisions
Interviewer	Aren't you giving too much freedom to all people, aren't you naïve?
teacher perspective	I think not, both students and teachers must recognize the higher purpose that they are working on. When one genuinely sees the university not as a certifier but as a great opportunity to develop the self and find purpose in life they will do their work on intrinsic motivation. It is the university's role to support that, not guide it. Trivialities as obligatory presence, trying to aim for the six as a grade, fraud in scientific research belong to the past

Take 5: Mastery

Speaker	Comment
Interviewer	So how do you want to stimulate mastery in this new system? How are you going to ensure that people will try to excel?
student perspective	One of the most interesting changes is that there are no grades. It is about the learning experience and not the result per se. The focus thus shifts. There is more qualitative feedback to increase learning. One will not 'pass' a subject with low quality result and will get feedback until it shows high quality. The more feedback, the more one is required to hand it in.
Interviewer	Ok, but how does this work with graduation then?
teacher perspective	An academic mentor is assigned to each student who tracks student progress, both in skills as in ambitions. The mentor will also do the assessment of whether one is ready to graduate or not. Although students are not given any grade, teachers are expected to fill in some evaluation (has the student attained the necessary knowledge and skills during this assignment and what are one's lessons for next assignments). This total body of evaluations of teacher will be used to give the student a final grade at graduation. This stimulates the students the focus on the process and learn wherever and whenever you can learn!
Interviewer	Sounds interesting. Haven't you also got some nice innovative ways of teaching?
teacher perspective	Naturally. One of the things that I am particularly happy with is the intensive use of what is 'already there'. For example, there are already so many lectures of the great people of the world online. Why not use them? It saves the teacher time, while increasing lecture quality. Also via this crowdsourcing system we are able to attract 'real life' guest lectures. Moreover, the style in which the lectures are given is American: lot of interaction (presenting, debating). Finally, as experiencing a lesson has more retention and increases the pleasure of learning we try to use 'serious games' wherever possible
Interviewer	Don't you need intensive support for those initiatives?
teacher perspective	Certainly, we have created a special serious gaming department. Numerous games are already developed and can be put to use. Next to that the superuniversity will develop more games, based on the content of the teachers. These lessons can also be generalized to be put to use for other institutions. Therefore it can also be used to gain profits.
student perspective	The university will also strengthen the bonds between study associations and the university. Teachers can also do an appeal on the study association. For example, organizing excursions that relate to the content of courses or organize extra debates.

	This way study associations also become 'student assistants'
teacher perspective	Also, we would like to develop what the Ancient Romans have called the Forum. Although we presently know its name for websites that bring people together online, we would like to bring it back to a physical spot that everybody in society can use as a podium. This is to bring the university closer to society. The newly created department of 'societal dialogue'
student perspective	Also the bonds with alumni are improved. They should act as ambassadors for the university in arranging guest speakers, funding, excursions, cutting edge/real life projects that students and . The alumnus understands the value of education and the personal development it has given one. The crowdsourcing system is ideal for this.

Take 6: Economic Change?

Speaker	Comment
Interviewer	That sounds like a well constructed story, but we should not forget that we are here for leaders for economic change: how do you think your academic reform will generate economic change?
Economic change expert	Although our academic reform is broader than economic change, it has profound impact on the economy. Essentially economy and education are linked in the shared relation on values. The economy is a social tool to create a certain form of welfare. The social construct (society) determines what is regarded as value which consequently determines how the economy works. Thus, value structures an economy and economy itself can be a very useful tool for solving the great global challenges. Education is an important institution that develops awareness and deepening knowledge of the concept of values (and the different forms of values). Ergo, education is a vital 'constructor' the economy for it influences the way we value stuff.
Interviewer	Could you point out how you are doing this?
Economic change expert	All in all, we see educational reform in understanding other perspectives, creating dialogue, inspiring collaboration, and seeing the higher purpose/spectrum of things. Therefore education stimulates economic change by intelligently applying economic theories/practicalities for higher purposes. These higher purposes can be more efficiently and effectively reached when we understand what higher goals are (and what we value ourselves), if we understand our position (talents/academic discipline) with regard to society/earth, we are able to collaborate with other people and extend the extent of self-interest. The economic frame is thus also extended: whereas it increasingly is about 'casino-style exchange trade' (short term self interested investment) it should (perhaps again) move to a more functional economy that considers long term initiatives that perhaps are economically infeasible/invalid on the short term, or that also takes into account a broader range of stakeholders. Instead of a world wherein finance becomes separated from the economy and the economy becomes separated from society (three layers), the three layers should reintegrate again: economy and finance in service of society and earth.
Interviewer	And who's going to pay for this?

**Economic
change
expert**

EU, UN, frontrunner companies, sustainability oriented NGOs. It is their chance to combine all their powers via one institution that simultaneously creates the bright minds that are in need of. It is a global project, vested in the Netherlands (one of the frontrunners in sustainability etc.). Certainly Europe should have its interest to combine the available research to create momentum for an enlightened economy. The question shouldn't be framed as though it is going to cost a lot. This initiative certainly is not necessarily destructive to the contemporary economy: much profit can be made in the synergies, sustainable solutions, a wealthier/happier society (better/healthier labour force) etc.

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