From Unbundling to Rebundling: Designing Liberal Education for the New Learning Ecosystem

Randy Bass
(Georgetown University)

Duke University
CIT Showcase
October 11, 2016
“The Imprint of Integration”
The great tension of our time in education is between integration and dis-integration.
The Onrushing Digital Revolution

Scale
Automate
Reduce instructional costs

Data

educational

analytics

model

learning

methods

mining

edX

Take great courses from the world's best universities
“I have 150,000 data points about your students that you don’t have.”
2:15:54 min  1384 cal  122 bpm

CATEGORIZED EXERCISE

TIME IN HEART RATE ZONES

- **49 min**
  - Peak

- **35 min**
  - Cardio

- **35 min**
  - Fat burn

HEART RATE

122 avg bpm

Start: 2:15:54

CALORIES BURNED

1384 cal

10 cal/min
How do we make whole person education equitably available to everyone?

We have to shift the conversation from unbundling to rebundling.
Two paradigms of education

Disintegrative (unbundled):
- Design of discrete or granular learning experiences
- Elementary and discrete competency-based learning
- Learning decoupled from formal boundaries
- Analytics that track narrow or micro learning

Integrative (bundled, holistic, coherent):
- Curricular & co-curricular conceived as part of a whole
- Knowledge, skills & dispositions
- Connections & integration
- Design of learning experiences for whole person development
Two paradigms of education

Disintegrative (unbundled):
Design of discrete or granular learning experiences
Elementary and discrete competency-based learning
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Integrative (bundled, holistic, coherent):

Diagram showing the relationship between the two paradigms.
Two paradigms of education

Disintegrative (unbundled):

Integrative (bundled, holistic, coherent):

Curricular & co-curricular conceived as part of a whole

Knowledge, skills & dispositions

Connections & integration

Design of learning experiences for whole person development
Rebundling: Toward a New Synthesis

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Disintegrative in service to the integrative
The great tension of our time in education is between integration and dis-integration.
Knowledge of a domain

Knowledge of the world

Knowledge of yourself

Heidi Elmendorf, Ph.D.
Biology, Georgetown
New paradigm for higher education? Where does transformative learning take place?

The white space of ... formation, transformation and whole student development
"whole person"
Educating the whole person?

Knowledge + Skills + Dispositions (+ Values)

Dispositions:
- Learning to learn
- Critical thinking
- Creativity
- Curiosity
- Resilience
- Empathy
- Humility
- Ethical Judgment

Striving to cultivate a balanced person, with intellectual, affective, imaginative and reflective capacities.
This adherence to a fixed program of studies that has stood the test of time, excludes the evils attendant on the elective system, whereby an immature student is free to choose all his subjects with small regard to their educational value...

Every student took 32 Credits of philosophy...
Universities need to instill in their students “the three habits”:

- **habits of mind**, teaching to help students understand content and knowledge;
- **habits of hand**, providing the opportunity to practice what they learn, to act; and
- **habits of the heart**, relational, connecting to others, instilling a sense of values and commitment to service.

Lee Shulman
INTRODUCING OUR CURRICULAR EXPERIMENTS

Provost Robert Groves announces the first set of curricular experiments that Georgetown will develop for the Future(s) initiative.

Learn more
The Designing the Future(s) Initiative supports innovations on current educational practices that embody Georgetown’s core values, especially high quality faculty-student interaction, inside and outside the classroom, educating the whole person and engaging the world’s most complex problems.

Generate curricular variations

Every project has to push on one or more constraints of our model
Six Big Challenges Future(s) is trying to address:

- Improve faculty professional lives in balancing educational and research missions
- Expand efforts at equity and inclusive excellence
- Support a culture of inquiry in the curriculum and co-curriculum
- Create a more integrated learning experience for students, including well-being
- Support global learning and a deeper engagement with DC
- Address the unsustainable rising costs of private higher education
Experimental strategies (generating variations)

> Move beyond the one-size fits all semester-long course: shorter (modular) longer (sustained project-based contexts)

> Better integrate experiential learning with credit-bearing courses

> Rethink the transition from student to graduate
Experimental strategies (generating variations)

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CHALLENGES IN CHILDHOOD AND SOCIETY

Interdisciplinary Approaches to Child Development and Health

GU Med Center + Main Campus Psychology

MODULE 1: Theory

MODULE 2: Community Engagement

MODULE 3: Policy

MODULE 4: Contemp. Issues

Students customize and bundle as they see fit.
**Core Curriculum: Thematic Pathways?**

Could we take a similar modular approach to building thematic core curricular experiences? (VERY EARLY DESIGNS)

**Climate Change Cluster**

- Inequality
- Urbanization
- Prisons and Incarceration

<table>
<thead>
<tr>
<th>1-week Integrative</th>
<th>6-week modules</th>
<th>1-week Integrative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Different Disciplines</td>
<td></td>
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<td></td>
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“Studio”

Semi-formal spaces for creation, collaboration and inquiry.

Faculty-mentored, peer-mentored. Externally connected.

A site for students to develop independent and collaborative projects. A site for sustained communities of practice.
“Studio”

Post-course studio (credit-bearing, mentored contexts for students to continue working on projects begun in formal courses)
Sustained project-based learning

“Studio”

Post-course studio (credit-bearing, mentored contexts for students to continue working on projects begun in formal courses)

Creation of year-long Studios:
   Urban Studio
   India Studio
Experimental strategies (generating variations)

> Move beyond the one-size fits all semester-long course: shorter (modular)
  longer (sustained project-based contexts)

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LOCATION OF GEORGETOWN STUDENTS ENROLLED IN THE ONLINE COURSE “SOCIAL JUSTICE INTERSECTIONS”
Reflection

Weeks

1. Conflict Analysis & Mapping
2. Communication & Community Partnership
3. Peace Education

1 color (red, orange, blue) + purple = 1 credit
2 colors (red, orange, blue) + purple = 2 credits
3 colors (red, orange, blue) + purple = 3 credits
Georgetown University Center for Social Justice UNXP 130: Intersections of Social Justice (online, 1-3 credits)

Reflection

"Experience Wrapping"

Social Change

Managing Difficult Conversations

Design

Monitoring & Evaluation (M&E)

Visualization

Grant & Proposal Writing

1 color (red, orange, blue) + purple = 1 credit
2 colors (red, orange, blue) + purple = 2 credits
3 colors (red, orange, blue) + purple = 3 credits

Summer 2015

Proposed for Summer 2016
Experimental strategies (generating variations)

> Move beyond the one-size fits all semester-long course: shorter (modular) longer (sustained project-based contexts)

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Rethinking Boundaries of Four-year Degree: Bridge Courses

**Bridge:** Building a new community and set of learning experiences for 8th semester seniors and young alumni.

- Integrate and reflect on four years
- Revisit course curriculum in light of next phase ("Vocational ethics")
- Professionalization skills (communication, networking)
- Offering career change and values discernment for alumni 2-3 years out
- Space for creating “certificates” or “modular masters”?
Rebundling

Massive
Online

Blended
interactive
online

Formal
undergraduate
curriculum

High impact
integrative
Curriculum

Engaging Difference
Ethical Judgment
Self-Reflection
Practitioner education, leadership

Experiential
co-curriculum

Foundational Knowledge
Some generic and interchangeable expertise

Some institutionally-distinctive expertise

HOW DO WE DESIGN FOR THIS CENTER?

Local and Identity
Jesuit and Catholic
Mentor-based tradition
Residential, Diverse
**ePortfolio Initiatives**

**Make Student Learning Visible**

ePortfolio initiatives support reflection, social pedagogy, and deep learning.

ePortfolios help students reflect on and connect their learning across experiences. Advancing higher order thinking and integrative learning, the connective ePortfolio helps students construct purposeful identities as learners.
ePortfolio is uniquely Learner-Centered.

Reflection builds Formation, Identity
Addressing the Whole Student

Purposeful Self-Authorship

Formal Academic Curriculum

Connecting w/ Faculty & Students

Learning Across Disciplines

Advisement & Academic Planning

Learning Across Semesters

External Audiences

Co-Curricular & Lived Experiences

Students’ Integrative ePortfolio Practice
<table>
<thead>
<tr>
<th>Building my ePortfolio</th>
<th>Agree/ Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me make connections between ideas</td>
<td>75.6%</td>
</tr>
<tr>
<td>Helped me think more deeply about course content</td>
<td>64.4%</td>
</tr>
<tr>
<td>Allowed me to be more aware of my growth &amp; development as a learner</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My (ePortfolio-enhanced) course engaged me in...</th>
<th>Quite a Bit/ Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesizing &amp; organizing ideas, information or experiences in new ways</td>
<td>83.1%</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>77.2%</td>
</tr>
<tr>
<td>My course contributed to my knowledge, skills and personal development in understanding myself</td>
<td>78.6%</td>
</tr>
</tbody>
</table>
Building my ePortfolio helped me to make connections between ideas...

% Agree/Strongly

- Low Instructor Feedback: 37.6%
- High Instructor Feedback: 82.3%
- Low Student Feedback: 49.1%
- High Student Feedback: 89.2%
Rebundling

Massive Online

Blended interactive online

Formal undergraduate curriculum

High impact integrative Curriculum

Experiential co-curriculum

Foundational Knowledge
Some generic and interchangeable expertise

Local and Identity
Jesuit and Catholic Mentor-based tradition Residential, Diverse

HOW DO WE DESIGN FOR THIS CENTER?

Engaging Difference Ethical Judgment Self-Reflection Practitioner education, leadership

Blended interacive online

Massive Online
What will the conditions of knowledge, technology, learning and work be in 15 years?

What kind of graduate would we want to produce?

2030: Designing for context not content
WHAT IF GEORGETOWN COULD PROMOTE KNOWLEDGE SYNTHESIS THROUGH COLLABORATIVE PROJECTS FROM DAY 1 TO GRADUATION, INVOLVING STUDENTS, PROFESSORS, STAFF AND PRACTITIONERS?

SYSTEM FEATURES
IUGIS
UNLOCKING MECHANISM
SKILLS-BASED CORE
DASHBOARD
PORTFOLIO
IUGIs are project families that reverse the course-centric learning model.
iugi taxonomy

Guidance to Independence

Simplicity to Complexity
Integrity
Thank You!
bassr@georgetown.edu