

Break, return at 12:10 to your breakout rooms

Refreshments in the Tavistock Room,
please do visit the exhibitor stands





Utopia

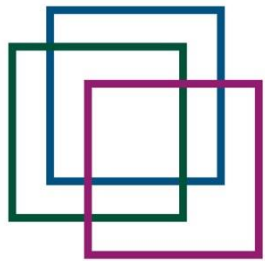


Dystopia



University 2053:

How the future of teaching and learning will impact us all



SUMS group
SPECIALISTS IN HIGHER EDUCATION

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University 2053

Two conceptions

As reason and progress

Universities as autonomous bastions of rationality: guided by internal principles of research and learning; contributing to knowledge, the economy, culture and national identity.

University staff as respected professionals exercising autonomous judgment to support colleagues and students and to enact the mission of the institution.

The university building as the site of reason and scientific method. Technology as a support for progress.

As unreason and unpredictability

Universities as responsive to external imperatives: subservient to national, international and global markets and regulative bodies, that continually re-create the value and meaning of knowledge and learning.

Professional judgement displaced by digital administrative systems and public league tables of measurable outputs.

Intersecting digital and geographic spaces; shifting criteria for truth; technology with unpredictable/uncontrollable effects.

How do you, as a professional working in a university position yourself as an agent within these contrasting visions of the university of the future?

Utopian Future



A future of reason and progress



Knowledge and the curriculum	<ul style="list-style-type: none">• Open access research informs continual updating of HE curricula to meet the needs of both industry, culture and the community.• Equity research has enhanced sensitivity and understanding of different communities which is now embedded through the HE curriculum.
Teaching and Assessment	<ul style="list-style-type: none">• AI is used creatively to engage students in new ways of demonstrating learning and new forms of creativity.• Collaborations between HE and industry create learning and assessment tasks that support employment and economic progress.
Technology, data and analytics	<ul style="list-style-type: none">• Learning is traced and supported by data analytics so individual students are supported through personalised learning.• Administrative systems enable information to be shared as needed to support HE staff and students.
Migration and intercultural communication	<ul style="list-style-type: none">• Integrated systems allow migrants' learning and qualifications to be recognised abroad• Multiple entry points allow access to learning and new qualifications for mobile students• Intercultural communication is embedded in university cultures
Gender Equality	<ul style="list-style-type: none">• Equal numbers of different genders enrolled in STEM subjects• Effective systems for dealing with harassment and bullying• Equal numbers of different genders in HE senior academic and leadership roles



Dystopian Future

A future of unreason and unpredictability



Knowledge and the curriculum	<ul style="list-style-type: none">• Different political and commercial organisations post online ‘curricula’ and learning materials with no centralised control or agreement on what counts as knowledge• AI systems like ChatGPT have transformed literacy and disrupted the notion of extended writing and coherence.
Teaching and Assessment	<ul style="list-style-type: none">• The flourishing market in pre-written assignments leads to a narrowing of teaching and assessment to verifiable, fact-based content and multiple-choice exams.• Learning and qualifications from unregulated educational foundations have displaced university degrees
Technology, data and analytics	<ul style="list-style-type: none">• Continual tracking, recording and monitoring of teaching and learning limits what lecturers and students feel safe to say in the classroom.• Universities are funded according to what it is possible to capture via digital systems; nothing else is valued.
Migration and intercultural communication	<ul style="list-style-type: none">• Continual mass migration as a result of climate change means few people study consistently in one place.• Diverse cultural practices and qualifications aren’t recognised across borders, leading to the exclusion of migrant communities and professionals
Gender equity	<ul style="list-style-type: none">• Many states/regions ban girls from education.• Universities are expected to segregate staff and students according to gender• Women and men are expected to follow different curricula.

Future Scenarios



- ❖ A city state dominated by big business & economic forces
- ❖ A region dominated by an extremist ideology
- ❖ A fully automated network
- ❖ A small rural community with little communication

Your Task: Group Discussion



What does “higher learning” look like in this scenario?

- ❖ Is this scenario utopian or dystopian?
- ❖ What are your assumptions?
- ❖ Elaborate your vision of one or two of five areas

What does “Higher Learning” look like?

Scenarios:

- A city state dominated by big business & economic forces
- A region dominated by an extremist ideology
- A fully automated network
- A small rural community with little communication

Questions:

1. Is this scenario utopian or dystopian?
2. What are your assumptions?
3. What does “higher learning” look like in this scenario?
4. Elaborate your vision of one or two of five areas...

Pick 1-2 from 5 areas:

- Knowledge and the Curriculum
- Teaching & Assessment
- Technology and data analytics
- Migration and intercultural communication
- Gender equity

Feedback

- ❖ What was your **scenario**?
- ❖ What are your **assumptions**?
- ❖ Which **area(s)** did you pick?
- ❖ What was your **vision** for that area?

Thank you

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Save the date

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Thursday 14 November 2024

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