

*THE GREAT RENEWAL—LESSONS FROM THE PAST
AND DIRECTION FOR THE FUTURE*

**“THE WAY OF RETURN: USHERING IN
THE RENAISSANCE OF THE 21ST
CENTURY”**

MODELS FOR TEACHING, LEADERSHIP AND CREATIVITY



**39th
Annual
Conference**

**Dr. Rosalyn M. King,
Chair**

March 2013



OVERALL GOAL OF ROUNDTABLE

In our last conference, we called for:

- ⦿ Research, perspectives and practice toward ushering in a renaissance--a re-awakening or renewal;
- ⦿ An age of intellectual enlightenment, providing opportunity for visionary work and discoveries, productive thinking and development of strategies and models for implementation.

The primary objective is aimed at defining a new framework for teaching, learning, leadership and social and public policy; and, promotion and development of a creative class of learners, thinkers, and professionals.



ECCSSA'S FOCUS OVER THE PAST DECADE

2004	<i>The Search for Security in a World in Conflict</i>
2005	<i>Advancing the Social Sciences in the Information Age</i>
2006	<i>Global Issues and the Challenge of Building a World Community</i>
2007	<i>Tolerance and Humanity</i>
2008	<i>The Changing Role of the Social Sciences in a Global World</i>
2009	<i>Visions for Creating a Sustainable Future and Transformational Change for a Collective world at Peace</i>
2010	<i>Cultivating Interdisciplinary Collaboration, Creativity and Innovation</i>
2011	<i>The National and Global Impacts of Economic Collapse</i>
2012	<i>The Great Renewal for Rebuilding Our Nation-Visions and Challenges</i>
2013	<i>The Way of Return: Ushering in the Renaissance of the 21st Century—Models for Teaching, Leadership & Creativity</i>

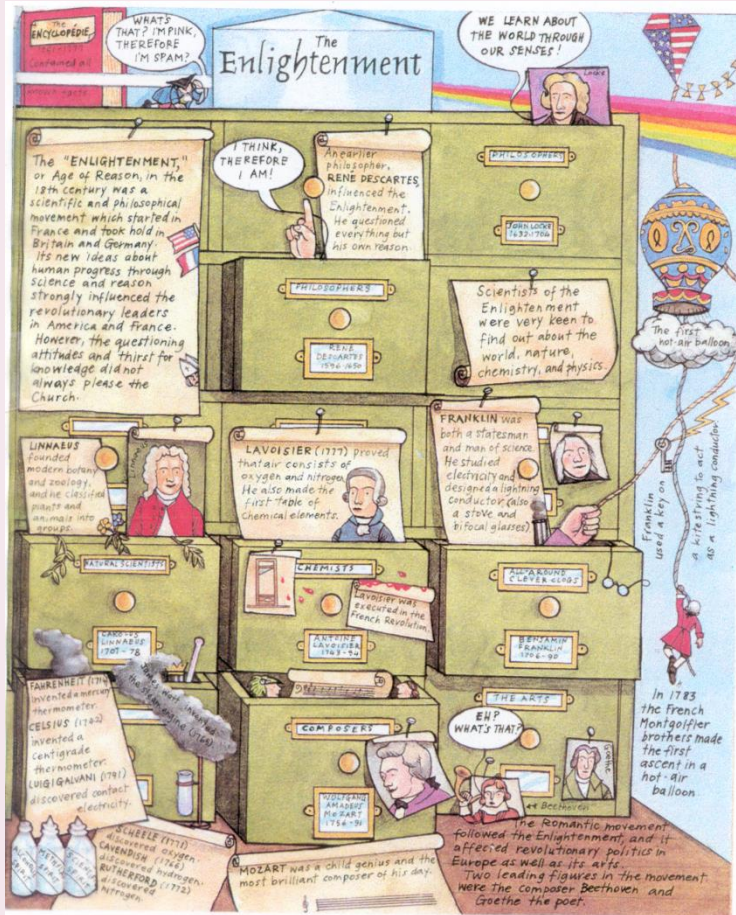


HISTORICAL CRISIS

- ❑ The Nadir of the Roman Empire
- ❑ Medieval Europe and the Dark Ages (1315-1317)
- ❑ The French Revolution of 1789
- ❑ The Economic Collapse following the War of 1812
 - ❑ The Panic of 1873
- ❑ The Great Depression in the 1940s
- ❑ The World Financial Crash that began in 2008.

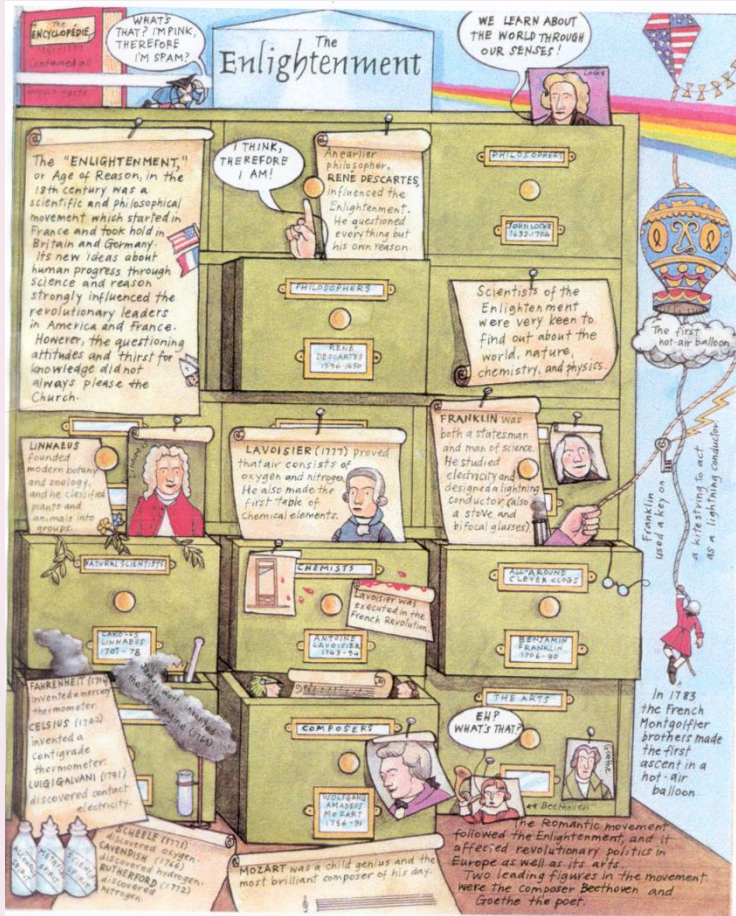


THE RENAISSANCE



- *Period of enlightenment, general and literary enrichment.*
- *World enlarged by voyages and discoveries (Columbus, Diaz, da Gama, Captains of Prince Henry the navigator).*
- *Discovery of ancient geography through translation of ancient manuscripts.*
- *Development of new education and curriculum.*
- *Scholar Leonardo da Vinci (1452-1519) lived during period. Artist, engineer and geologist.*
- *Many Lessons to be Learned from the Middle Ages into the Renaissance.*

THE RENAISSANCE



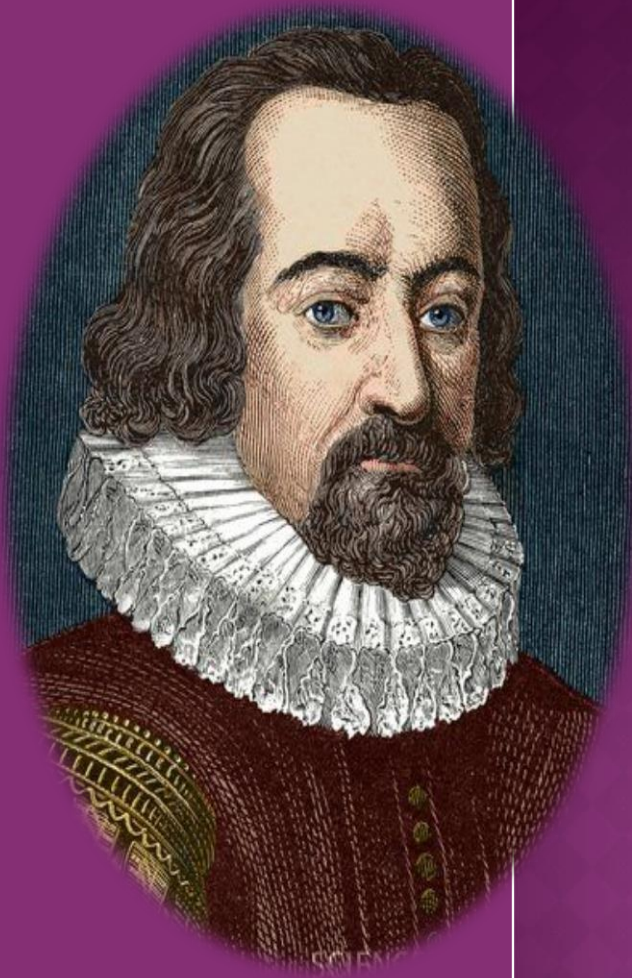
The crux of this period is that society, economy and culture were transformed and refashioned by the upheavals besetting Europe at the onset of modernity—from transition from a dark time to the modern world.

FOR THE GREAT RENEWAL , WE CALLED FOR

- ◉ *Transformational governance and rebuilding of the nation's infrastructure;*
- ◉ *Development of human potential and the creation of opportunities for growth; and,*
- ◉ *Transformational paradigm shifts*
(at all levels of the nation and world; and, particularly in higher education.)

“Renewal is rebirth—to make or become new; to restore. It can also be interpreted as a reconnection to spirit, a remembrance of who we are. It connotes rebuilding, revitalization, access, advancement and transformation.”



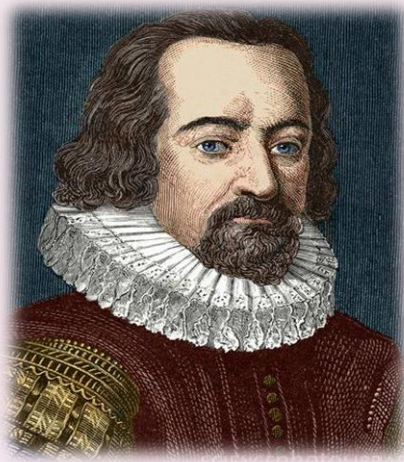


THE GREAT RENEWAL

Bacon's work came after the Dark Ages as a way to reform the nature of man and mind. And, his work ushered in the modern period that called for a new curriculum, a new science of mind, a new methodology, and a new way of doing things and looking at the world.

USHERING IN THE RENAISSANCE

- ◉ ***Renewal is mental technology—the greatest of all. Renaissance can lead to a great period of creativity--new forms and representations of the human spirit, new ideas, new science.***



Sir Francis Bacon called for a new instrument or tool for guiding and correcting the mind in its quest for a true understanding of nature.

Studied the science of mind.

Called for Mental technological advances, creativity and imagination.

The New Organon, The New Atlantis



THE WAY OF RETURN

- Mental and spiritual renewal of human consciousness and the human spirit.
- Renewal and revitalization from more than a decade of wars, economic collapse, upheaval and global discord.
- Where do we begin? Who is impacted?
- How do we create change and raise consciousness?
- What are our roles as professionals, educators and citizens?



WHAT DOES THE RENAISSANCE REQUIRE? THE CHALLENGE

- ◉ *Learning from History*
- ◉ *A New Science of Mind Technology*
- ◉ *Equality and Access for All*
- ◉ *Education and Human Development*
- ◉ *Eradicating Stress and Improving Social Status*
- ◉ *Positive Paradigms for Health and Healthcare*
- ◉ *Building a Creative Class*

- ◉ *Understanding the Origins of Race and Eradicating Racism*
- ◉ *New Paradigms for Leadership*
- ◉ *Creating a Sustainable Future*
- ◉ *Changing the Economic Structure*
- ◉ *Building a Global Community*
- ◉ *New Strategies for Teaching and Learning*



LEARNING FROM HISTORY

- ◎ *Understanding and Incorporating Historical Perspectives*
- ◎ *Requiring the reading of great books. It is important to know the past in order to understand the future and develop prescriptions. History should be studied and used—not just current literature or studies.*



A NEW SCIENCE OF MIND TECHNOLOGY

- ◉ *Finding common ground and shared values*
- ◉ *Mental technology and science of mind*
- ◉ *Character and ethical development*
- ◉ *Spiritual Development*
- ◉ *Cultivating Respect, Love and Brotherhood*
- ◉ *Improving Consciousness*
- ◉ *Promoting the New Paradigm of Positive Psychology and Learning How to Thrive and Flourish*



A SHIFT IN CONSCIOUSNESS AND PERCEPTION—
MOVING PEOPLE FORWARD WITH POSITIVE PSYCHOLOGY

- ⦿ A paradigm shift in psychology -- what's right with the world rather than what's wrong with people and the world.
- ⦿ Will change the way we teach, provide clinical practice, conduct research and more.
- ⦿ Focus on human prospering rather than dysfunction and abnormal behavior.
- ⦿ Centered on helping people thrive and flourish.
- ⦿ Other areas of focus: positive emotions and subjective well-being, culture, lifespan, cognition, creativity, mindfulness, optimism, hope, curiosity, compassion, empathy and altruism, forgiveness, love, humility, family, health, resilience, positive growth, happiness, the meaning of life and more.



EQUALITY AND ACCESS FOR ALL

- ◉ *Reduction of Poverty and Homelessness*
- ◉ *Building a world where all have opportunity and can participate and have a sense of belonging.*



EDUCATION AND HUMAN DEVELOPMENT

- ◉ *Attaining a Liberal Education*
- ◉ *Development of Human Potential*



ERADICATING STRESS AND IMPROVING SOCIAL STATUS

Stress Kills!

- ◎ Continual stress compromises health, wellbeing and the quality of life (brain, memory, aging, mental illness, addictions, physiological responses and cardiovascular-heart, blood pressure, sex drive-hormonal responses, digestive system, cancer, pain relief, and more).

Rank and Social Status

- ◎ High vs. low social status contributes to healthier functioning of the body.
- ◎ Rank and status has everything to do with how well the body functions (cholesterol levels, heart, immune system functioning, reproductive system, brain & more).
- ◎ The brain has a mirror of social success. You get your rank first and the body begins to function better.



POSITIVE PARADIGMS FOR HEALTH AND HEALTHCARE

- ◎ **Promotion of Health Knowledge and Prevention**
 - ◎ **A Universal Health Care Model**

- ◎ **Current Models include:**

- **Out of Pocket Model**

- (U.S., Africa, India, South America, China)

vs.

- **The National Health Insurance Model (Canada)**

- **The Beveridge Model (British National Health Service)**

- **The Bismarck Model**

- (Germany, Japan, France, Belgium, Switzerland, Latin America)



BUILDING A CREATIVE CLASS

- ◉ *Promoting and Advancing Creativity.*
- ◉ *Using Imagination.*
- ◉ *Change worldview about the need for creativity.*
- ◉ *Begin to think of creativity as “a common good” similar to liberty or security. Creativity must be nourished, renewed and maintained.*
- ◉ *Hiring more workers in the creativity class. Nearly half of the workforce is in the service class.*



UNDERSTANDING THE ORIGINS OF RACE AND ERADICATING RACISM

- ◎ Teaching about the Origins of Race.
- ◎ Accepting Difference.
- ◎ Tolerance.
- ◎ Eradicating Institutional, Workplace Micro-Aggression and Societal Racism.



ERADICATING RACISM

*Eradicating Racism, Creating Opportunities for Growth and Access,
Promoting Inclusion and Leaving no Person or Group Behind*

- ◉ Institutional and Societal Racism

(Race, Racism and American Law and Critical Race Theory- A. Derrick Bell)

- ◉ Micro-aggression

(Individual-level racism in the workplace and on college campuses-
Chester Pierce, Harvard Medical School)

- ◉ Stereotype Threat (Aronson and Steele)

- ◉ Racial Stereotyping and Profiling

- ◉ Future Direction: Teaching about the Origins of Race

(See website on stereotype threat at:
<http://www.reducingstereotypethreat.org/consequences.html>)



NEW PARADIGMS FOR LEADERSHIP

- ◎ *Principled-Centered Leadership .*

- ◎ *Leaders that inspire.*



CREATING A SUSTAINABLE FUTURE

- ◉ *Creating the Pathway for a Sustainable Future*
- ◉ *Equipped Youth for the Future.*



CHANGING THE ECONOMIC STRUCTURE

- ◎ **Current Market Economy is not working for all.**
- ◎ **From a Money Economy → Resource-Based Economy.**

Resource Based Economy

A holistic socio-economic system in which all goods and services are available without use of money, credits, barter or any other system of debt or servitude. All resources become the common heritage of all of the inhabitants, not just a select few.



CHARACTERISTICS OF A RESOURCE-BASED ECONOMY

- ◎ Utilizes existing resources from the land and sea, physical equipment, industrial plants, etc. to enhance the lives of the total population.
- ◎ In an economy based on resources rather than money, one could easily produce all of the necessities of life and provide a high standard of living for all.
- ◎ Debt and the fear of losing one's job would no longer be a threat.



THE VENUS PROJECT

An Alternative Vision for a Sustainable New World A Resource Based Economy

- ① Calls for a redirection of humanity and a total redesign of our culture that eradicates, war, poverty, hunger, debt and unnecessary human suffering.
- ② *Resource Based Economy* is a holistic socio-economic system in which all goods and services are available without use of money, credits, barter or any other system of debt or servitude. All resources become the common heritage of all of the inhabitants, not just a select few.
- ③ A resource-based economy would utilize existing resources from the land and sea, physical equipment, industrial plants, etc. to enhance the lives of the total population. In an economy based on resources rather than money, one could easily produce all of the necessities of life and provide a high standard of living for all. Debt and the fear of losing one's job would no longer be a threat. There would be a high standard of living and quality of life for all on the planet.

See Video at: <http://www.youtube.com/watch?v=Z50QjZln8RE>



BUILDING A GLOBAL COMMUNITY

- ◎ *Nation-building*
- ◎ *A New World Order (or an orderly world)*
- ◎ *Building a one-world community*
- ◎ *Learning Effective Communication and Consensus Building*
- ◎ *Conflict Resolution*
- ◎ *Attaining World Peace*



NEW STRATEGIES FOR TEACHING AND LEARNING

- ◉ Using Constructivist Theory in Teaching
- ◉ Teaching for Understanding
- ◉ Teaching Responsibility
- ◉ Teaching Civic Responsibility
- ◉ Teaching for Sustainability
- ◉ Flipped Classrooms
- ◉ Moral Reasoning, Ethics and Character Education
- ◉ Teaching for the Seeking of the Salvation of Self
- ◉ Teaching for Self Development
- ◉ Correct Use of Technology



LEADERSHIP FOR STUDENT LEARNING IN A NEW ERA

THE TEAGLE FOUNDATION REPORT

- ◎ Transformational learning to enlarge student abilities and change perspectives.
- ◎ Coaching students to use their powers of thought to analyze and interpret information and ideas and develop arguments and positions of their own.

Based on these emerging characteristics, liberal education for a new era is coming to be understood as purposeful and transformative, broad and coherent, engaged and useful, global and technological, experiential and civic, rigorous and substantive, inclusive and integrative, holistic and assessed. Setting these conditions and achieving these aims is becoming part of a college or university's responsibility to provide educational quality and opportunity for a democratic society.

-Richard L. Morrill, President-

(Teagle Foundation Report: Leadership for Student Learning in a New Era. Annual Report 2011. The Teagle Foundation.)



CONVEYING THE CORRECT USE OF TECHNOLOGY

- Abuse and misuse of technology should be a major concern.
- Creative imagination and technology.
- Technology-rich learning. Technology can expand perspectives.
- Transitioning to Online Educational and Subject Matter Portals
- Interactive E-Books



VISIONARY OUTCOMES-HOPE FOR THE FUTURE

“Without Vision and Skills the People Perish”

- **Advance the positive progression of humankind.**
 - **Promote the Evolution of Consciousness, Education and Awareness.**

View Video : Extraordinary Vision

<http://www.youtube.com/watch?v=DmHNJmupFmk&feature=related>





THEMES IN 2013 CONFERENCE

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