



**40th  
Annual Conference**

**East Coast Colleges  
Social Science  
Association**

**Dr. Rosalyn M. King, Chair  
April 4-5, 2014**

# ***New Frontiers: Models for Redesign in the Social and Behavioral Sciences***



# WELCOME TO ECCSSA 2014!

## Overview of Our Mission:

- ◉ *To promote interest in the study and teaching of the Social and Behavioral Sciences - and all modifications or combinations of subjects whose content as well as aim is predominantly social or related to the mission of the Association.*
- ◉ *To promote the study of problems of teaching in the social and behavioral sciences to the best advantages of students in higher education.*
- ◉ *To encourage research, experimentation and investigation in the field of the social and behavioral sciences.*
- ◉ *To hold public discussions and programs, sponsor the publication of desirable publications, articles, reports, and surveys; and, to integrate the efforts and activities of its members and their cooperative activities with others interested in the advancement of education in the social and behavioral sciences.*
- ◉ *To cooperate with similar organizations in ventures to achieve these purposes.*



# *OVERALL GOAL OF ROUNDTABLE*

- ◉ *Meaningful dialogue.*
- ◉ *Discovery of roles as social scientists, great thinkers, innovators.*
- ◉ *Identification and Redesign of paradigms no longer working. Includes theoretical frameworks, models, strategies and programs.*
- ◉ *Identification and discussion of new models and new constructs.*



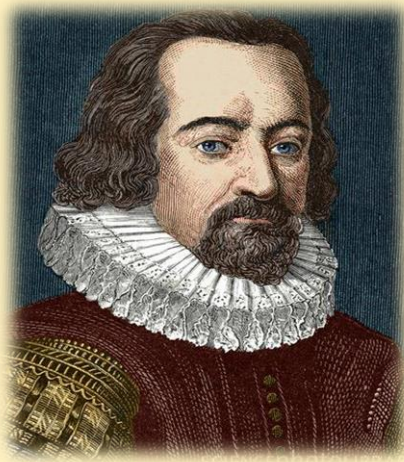
# ECCSSA'S FOCUS OVER THE PAST DECADE

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 and Creativity</i>



# 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*





# 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.”***



# 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*



# ***NEW FRONTIERS— BIG ISSUES, BIG IDEAS, NEW MODELS, NEW PARADIGMS CRITICAL ISSUES***

- The Economy (National and Global)
- Income Inequality in America
- The State of Politics and Government
- The State of Health and Healthcare and Models
- Energy
- Water Systems
- Designing Cities and Public Spaces
- Education (*Post Secondary, Education and Higher Education and Policy*)
- Teaching for Understanding
- New Roles for the Behavioral Sciences
  - Eradicating Mental Illness and Pathology
- Promoting Innovation and Creativity
- Improving Racial Understanding
- Redesigning Leadership, Policies and Management
- Role of Information and Technology
- Impacts on Human Development
- Global Ethics
- Transforming Consciousness
- Role of Social Sciences and Higher Education in Redesign





**NEW FRONTIERS—  
BIG ISSUES, BIG IDEAS, NEW MODELS, NEW PARADIGMS**

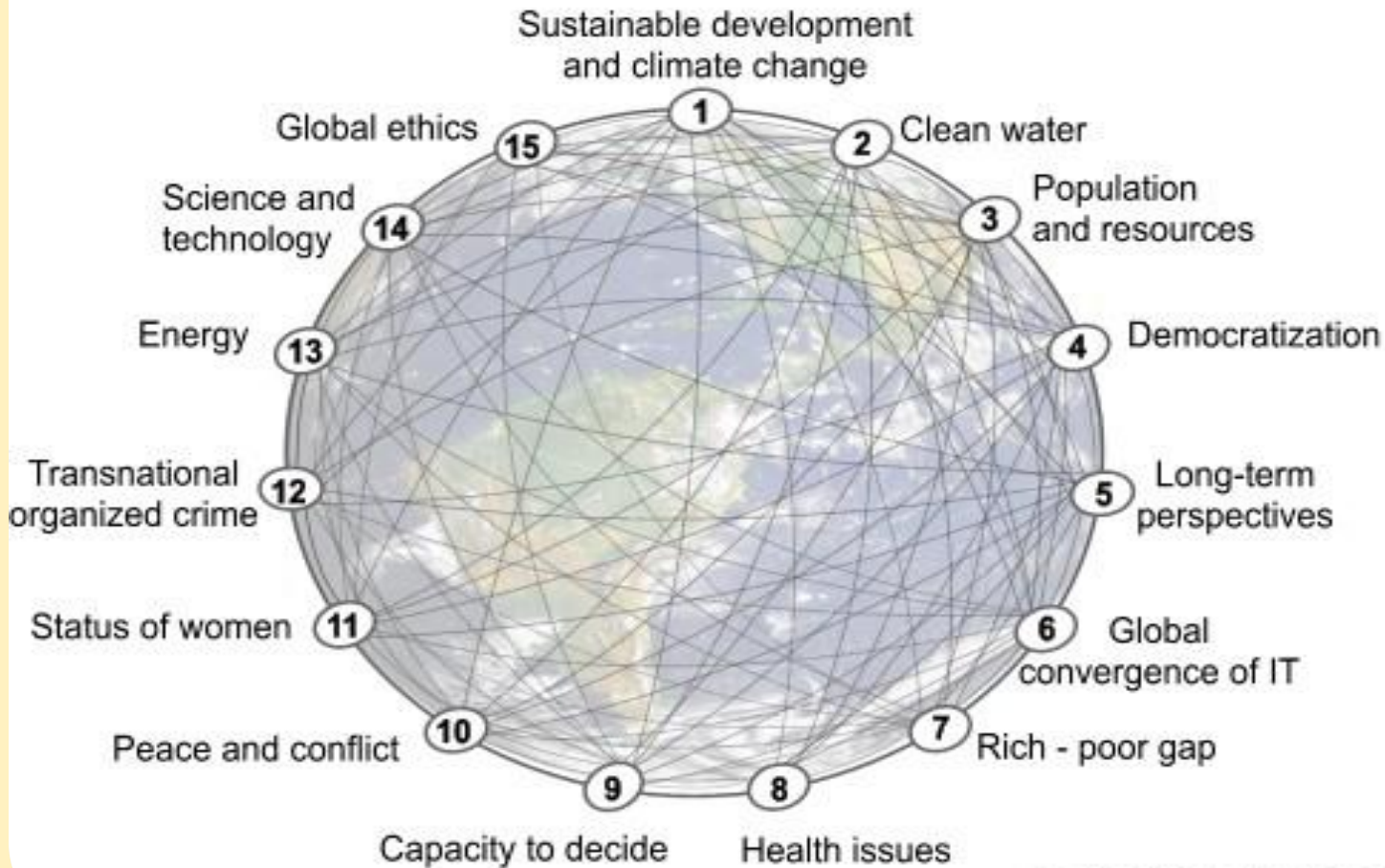




# THE MILLENNIUM PROJECT

GLOBAL FUTURES STUDIES & RESEARCH  
FROM THE STATE OF THE FUTURE-2013-2014

## 15 Global Challenges facing humanity



by The Millennium Project  
[www.millennium-project.org](http://www.millennium-project.org)



# 15 GLOBAL CHALLENGES -CRITICAL QUESTIONS

- How can sustainable development be achieved for all while addressing global climate change?
- How can everyone have sufficient clean water without conflict?
- How can population growth and resources be brought into balance?
- How can genuine democracy emerge from authoritarian regimes?
- How can policymaking be made more sensitive to global long-term perspectives?
- How can the global convergence of information and communications technologies work for everyone?
- How can ethical market economies be encouraged to help reduce the gap between rich and poor?
- How can the threat of new and reemerging diseases and immune micro-organisms be reduced?
- How can the capacity to decide be improved as the nature of work and institutions change?
- How can shared values and new security strategies reduce ethnic conflicts, terrorism, and the use of weapons of mass destruction?
- How can the changing status of women help improve the human condition?
- How can transnational organized crime networks be stopped from becoming more powerful and sophisticated global enterprises?
- How can growing energy demands be met safely and efficiently?
- How can scientific and technological breakthroughs be accelerated to improve the human condition?
- How can ethical considerations become more routinely incorporated into global decisions?



*What are the implications of these issues and questions  
for higher education institutions relative to teaching,  
learning and policy?*

## **15 GLOBAL CHALLENGES -CRITICAL QUESTIONS**

***NEW FRONTIERS—  
BIG ISSUES, BIG IDEAS, NEW MODELS,  
NEW PARADIGMS***



*National and Global*

# **ECONOMY**





# NATIONAL AND GLOBAL ECONOMY

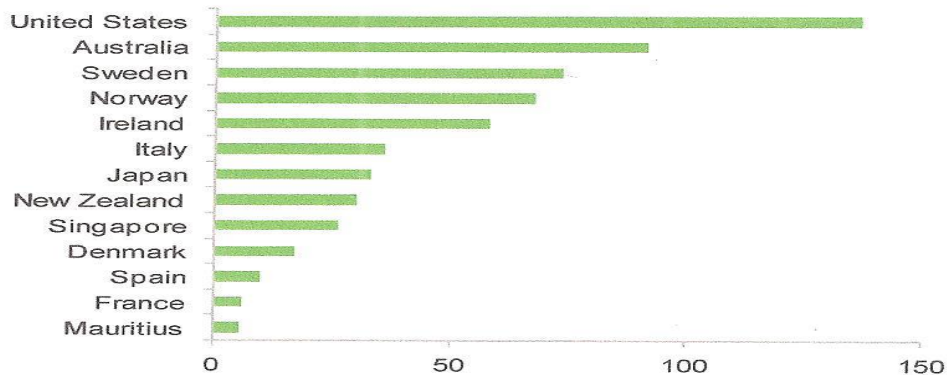
- ◉ Social Instability
- ◉ Huge Divide between Rich and Poor
- ◉ Economy remains fragile-weak job creation, long-term unemployment.
- ◉ Wide Income Inequality & poverty.
- ◉ Increasing the Minimum Wage (Same for 15+ years)
- ◉ Impacts to the Middle Class
- ◉ Working Poor
- ◉ The richest 400 Americans have more wealth than half the population of the U.S.
- ◉ U.S. has the most unequal distribution of wealth and income in the world.
- ◉ The world's 85 richest individuals own as much as the poorest 7 billion people worldwide.
- ◉ Income Inequality

**Issues**

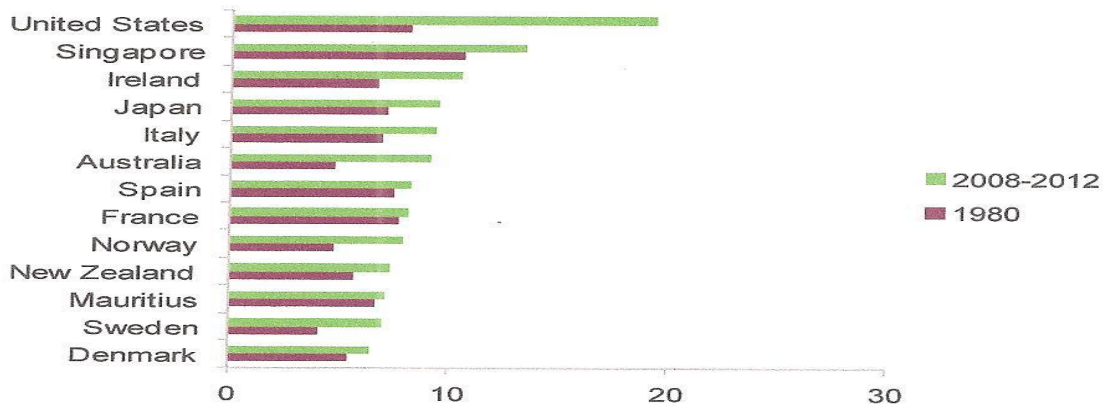
**Issues**

# NATIONAL AND GLOBAL ECONOMY

The percentage increase in share of income of the richest one percent, 1980–2012



The share of national income going to the richest one percent

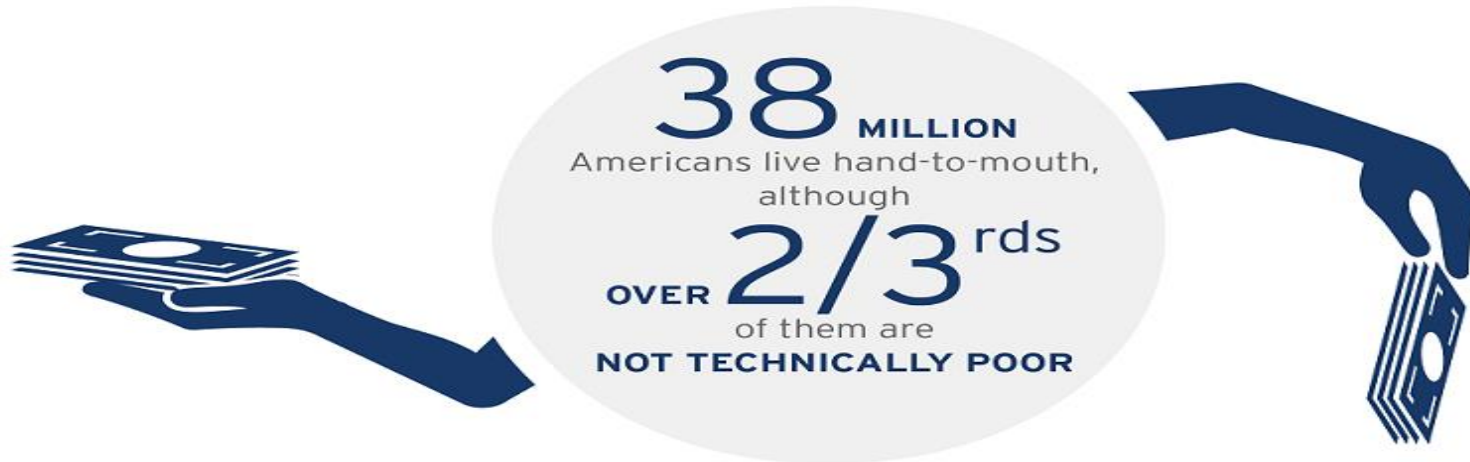


Source: F. Alvaredo, A. B. Atkinson, T. Piketty and E. Saez, (2013) 'The World Top Incomes Database', <http://topincomes.g-mond.parisschoolofeconomics.eu/> Only includes countries with data in 1980 and later than 2008.



# NATIONAL AND GLOBAL ECONOMY

## WEALTHY HAND-TO-MOUTH



Data from "The Wealthy Hand-to-Mouth" by Greg Kaplan, Princeton University; Giovanni L. Violante, New York University; and Justin Weidner, Princeton University.

BROOKINGS



# NATIONAL AND GLOBAL ECONOMY

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

## *Ideas and Models*

- ◉ Resource-Based Economy
- ◉ Worker's Self-Directed Enterprises (WSDE)
  - ◉ Ethical Banking
  - ◉ Basic Income for All
- ◉ Inequality for All--Robert Reich  
(A Must-See Documentary Film)

[www.RobertReich.org](http://www.RobertReich.org)

- ◉ View Video

**Richard Wilkinson: How Economic Inequality Harms Societies**

[http://www.filmsforaction.org/watch/richard\\_wilkinson\\_how\\_economic\\_inequality\\_harms\\_societies/](http://www.filmsforaction.org/watch/richard_wilkinson_how_economic_inequality_harms_societies/)



# NATIONAL AND GLOBAL ECONOMY

CHANGING THE ECONOMIC STRUCTURE

## *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.

*Ideas and Models*





# NATIONAL AND GLOBAL ECONOMY

## 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.*
- ◉ *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.*

*Ideas and Models*



# THE VENUS PROJECT

AN ALTERNATIVE VISION FOR A SUSTAINABLE NEW WORLD

## A Resource Based Economy

- Calls for a redirection of humanity and a total redesign of our culture that eradicates, war, poverty, hunger, debt and unnecessary human suffering.
- *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.
- 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>

*Ideas and Models*



# WORKER'S SELF DIRECTED ENTERPRISES (WSDE)

- ◉ **WSDE's** are enterprises in which all the workers who collaborate to produce its outputs also serve together, collectively as its Board of Directors. Each worker in any WSDE has 2 job descriptions: 1) a particular task in the enterprises division of labor, and 2) full participation in the directorial decisions governing what, how and where to produce and how to use the enterprise's surplus or profits.
- ◉ **WSDE's** institutionalize democracy at work as the economy's central principle and society's new foundation.

Richard Wolf, **Democracy at Work**. Online: [www.democracyatwork.info](http://www.democracyatwork.info).

**Video: Why WSDEs Would Reduce the Inequality of Income in Society .**

<https://www.youtube.com/watch?v=w-lGh0KvK2M>

*Ideas and Models*



# NATIONAL AND GLOBAL ECONOMY

## *ETHICAL BANKING*

- ⦿ Banking that follows an ethical philosophy with a social responsibility.
- ⦿ According to GLS Bank the first ethical bank in the world has a focus on cultural, social and ecological initiatives, initiated by people, and not anonymous interests seeking capital or maximum profit.
- ⦿ The name stands for ***Gemeinschaftsbank für Leihen und Schenken*** which translates as *Community bank for loans and gifts*. The main focus is on cultural, social and environmental ventures, GLS tries to deal with challenges in the society by developing creative solutions.

**Video: GLS Bank**

**<https://www.youtube.com/watch?v=3kEIRGPg7BA>**

*Ideas and Models*



# POLITICS AND GOVERNMENT





# POLITICS AND GOVERNMENT: SHOULD WE GET RID OF POLITICAL PARTIES?

## 6 Reasons Why the Two-Party System May Become Obsolete:

- **1. Americans are disconnected and frustrated with politics** unlike virtually any time in the history of polling.
- **2. The country is in the midst of a wrenching economic shift from the industrial era to an info-tech economy.** The transition coincides with unsettling social change. The nation's institutions, especially government, are not adapting.
- **3. History suggests that periods of socioeconomic change in the U.S. lead to political upheaval,** including transformation of existing parties and the rise of new ones.
- **4. Technology gives consumers enormous purchasing power, which has been used to democratize commerce and other institutions.** One example: In a few short years, Americans gained the ability to ignore an artist's album and buy only a favorite one or two songs. The music business was radically changed by we, the people. So why would Americans be expected to settle for the status quo in politics?
- **5. The parties are weakened.** For a variety of reasons, the Democratic and Republican structures no longer have a monopoly on the ability to raise money, broadcast messages, and organize activists.
- **6. The nation faces existential problems including climate change, debt, income inequality and the decline in social mobility.**

Ron Fournier (National Journal) Online:  
<http://www.nationaljournal.com/politics/talkin-about-revolution-6-reasons-why-the-two-party-system-may-become-obsolete-20130114>

Issues

Issues

# POLITICS AND GOVERNMENT: SHOULD WE GET RID OF POLITICAL PARTIES?--HISTORY

- Political parties did not exist in 1789. George Washington despised the idea of political associations, formed in such a way as to pit one group of citizens against another. In his farewell speech in 1796 he said:

*“The very idea of the power and the right of the people to establish Government presupposes the duty of every individual to obey the established Government.”*

- *“They [political parties] serve to organize faction, to give it an artificial and extraordinary force; to put, in the place of the delegated will of the nation, the will of a party, often a small but artful and enterprising minority of the community; and, according to the alternate triumphs of different parties, to make the public administration the mirror of the ill-concerted and incongruous projects of faction, rather than the organ of consistent and wholesome plans digested by common counsels, and modified by mutual interests.”*

**Political Parties, Do We Need Them? Washington Didn't Think So. Daily Paul Political Forum. Online:**  
<http://www.dailypaul.com/127446/political-parties-do-we-need-them-washington-didnt-think-so>

**Issues**

**Issues**

# POLITICS AND GOVERNMENT: WHAT WOULD A POLITICAL SYSTEM WITHOUT PARTIES LOOK LIKE?

- Congressional elections would be more local.
- There would be no national parties to pump millions into local races.
- Running for an office would be more about ideas and qualifications than wealth.
- The influence of the wealthy over the nation's politics would be greatly diminished.
- Party loyalty would not be a deciding factor in appointments.
- People would vote on the issues rather than the views of a party.
- We would also get rid of the constructs of 'majority' and 'minority.'
- People would have to be more informed about candidates and not just pull a lever for a *democrat or republican*.

***Ideas and Models***

***Ideas and Models***



# POLITICS AND GOVERNMENT: WHAT WOULD A POLITICAL SYSTEM WITHOUT PARTIES LOOK LIKE?

- ◉ Having no political parties would greatly reduce special interest groups.
- ◉ There would be no more biased polls—only an accurate depiction of American views.
- ◉ If you were raised in the U.S., we cultivate winning above all else. What happened to governing?
- ◉ New models are needed—such as Coalitions representing all facets of the nation and world, with equal representation, with constructive ideas, driven by research and data that advocates for the good and wellbeing of a nation of people.

Source:  
<http://americanreality.wordpress.com/2009/03/03/do-we-really...>

*Ideas and Models*

*Ideas and Models*



# ENERGY





# ENERGY

- ◉ In 38 years, the world needs to create enough electrical production capacity for an additional 3.7 billion people.
- ◉ Currently, there are 1.2 billion people without electricity (17% of the world).
- ◉ An additional 2.4 billion people will be added to the world's population between now and the year 2050.

**Issues**

- ◉ Aging nuclear power plants are required to be decommissioned and replaced or retrofitted with fossil fuel plants.
- ◉ The costs of maintaining nuclear power plants is increasing, while the cost of renewables is falling.
- ◉ Energy demands by 2050 could be more than expected.

**Issues**



# ENERGY

- ◉ Global energy demands are projected to triple by the year 2050.
- ◉ There will be rising costs to consumers for energy.
- ◉ It is estimated that it will cost \$48 billion every year until 2030 to ensure universal access to electricity and modern cooking stoves, worldwide.
- ◉ It is predicted that China will consume nearly 70% more energy than the U.S. by 2035, though their consumption remains less than half that today.

**Issues**

- ◉ Over 70% of sub-Saharan Africa does not have access to electricity.
- ◉ 2 billion people in Asia rely on biomass for cooking.
- ◉ 289 million people are without electricity in India.
- ◉ 54 nuclear plants went offline in Japan causing them a 54 billion trade deficit for imported fuel.
- ◉ Europe is the only region on its goal to produce energy from renewable sources.

**Issues**



# ENERGY

- ◉ Fossil fuels (coal, oil and natural gas) will continue to supply the vast majority of baseload electricity past 2050 unless there are major social and technological changes.
- ◉ New models are needed.
- ◉ Wind Energy surpassed nuclear energy as Spain's leading source of electricity.
- ◉ Solar power should be readily considered for those areas where there is much sun both nationally and globally.
- ◉ Geothermal energy for other climates.
- ◉ Japan will have a working space solar power system in orbit by 2030. China by 2040.
- ◉ Japan already has huge solar power panels generating energy for many buildings.
- ◉ U.S. considering fuel cell electric cars and fuel-flexible plug-in hybrid electric cars.
- ◉ All-electric cars are being tested in Denmark and Israel.
- ◉ Many innovations being explored or discussed.

*Ideas and Models*



# WATER

...and these areas are fast approaching physical water scarcity



# WATER

- ◉ 783 Million people do not have access to safe drinking water.
- ◉ Because of falling water tables around the world, climate change, various forms of water pollution, and an additional 2.4 billion people in just 36 years (the majority in Asia), some of the people with safe water today may not have it in the future unless significant changes are made.
- ◉ About 80% of diseases in the developing world are water-related; most are due to poor management of human excreta.

**Issues**

- ◉ At least 1.8 million children under five die every year due to unsafe water, inadequate sanitation, and a lack of hygiene.
- ◉ More freshwater is being consumed by plants and factories (nuclear power, aquaculture, cooling systems for energy production).
- ◉ In the U.S. Power plants are the second largest consumer of water, causing the rationing of water and water conservation restrictions in some States.
- ◉ The UN General Assembly declared access to clean water and sanitation to be a human right.

**Issues**





*If climate change results in significant sea level rise,  
we may see 20% of the world's coastal freshwater  
become saline.*

*The Millennium Project, 2014*

# WATER



# WATER

- ⦿ Breakthroughs in desalination are needed: *pressurization of seawater to produce vapor jets; filtration via carbon nanotubes; reverse osmosis; less costly pollution treatment; and better water catchments.*
- ⦿ Future demand for freshwater could be reduced by *saltwater agriculture on coastlines, hydroponics, aquaponics, vertical urban agriculture installations in buildings, producing pure meat without growing animals, increasing vegetarianism, fixing leaking pipes, and the reuse of treated water.*

**Ideas and Models**

- ⦿ Integrate lessons learned from producing more food with less water via *drip irrigation; seawater, greenhouse and precision agriculture; rainwater collection and irrigation; watershed management; selective introduction of water pricing; and, successful community-scale projects around the world.*
- ⦿ UN Water is committed to *creating a global water data system to improve integrated water management decision making.*

**Ideas and Models**



# STATE OF HEALTH AND HEALTHCARE



# HEALTH AND HEALTHCARE

- ◉ Health, wellbeing and the quality of life.
- ◉ Stress and Debilitating Diseases and Illness.
- ◉ Health Effects of Racism and Discrimination.
- ◉ Social status and health.
- ◉ Cardiovascular disease is leading cause of death worldwide in developed and underdeveloped countries.
- ◉ Education about Nutrition and Diet
- ◉ Affordability of Health Care.
- ◉ Clean water.
- ◉ Non-communicable diseases and drug-resistant infectious diseases are on the rise.
- ◉ Africa-Tuberculosis; Argentina-the worst strain of whooping cough; China-HIV/AIDS crisis with 780,000 infected; Haiti-Cholera; U.S., HIV and childhood obesity.

**Issues**

**Issues**



# HEALTH AND HEALTHCARE

- ◎ Promotion of Health Knowledge and Prevention
  - ◎ Use of Mobile Technology
  - ◎ A Universal Health Care Model

## Worldwide 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)

View Video: Sick Around the World-An Exploration of Healthcare Models Across the World

<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/view/>

*Ideas and Models*





# HEALTH AND HEALTHCARE

## *Ideas and Models*

- ◉ *China and the United States provide strong examples of recent developments and emerging opportunities in mobile health, or mHealth.*
  
- ◉ *Four ideas that policymakers can extol and undertake to speed the development and adoption of mHealth:*
  1. **Mobile devices offer the potential to improve affordability of health care by lowering disparities based on geography and income. Policymakers should encourage use and adoption of cellphones, smartphones, and tablets in medical care;**
  2. **Public officials should reimburse health providers who offer consultations, diagnoses, and treatment through remote monitoring devices and other types of mobile technologies;**
  3. **Mobile phones aid the patient experience by providing a means to deliver medical reminders and diagnostic information to patients and physicians. Reminders via text messages or mobile phones can encourage patients to take medication at the suggested time and dosage, and this will improve the quality of patient care;**
  4. **mHealth helps policymakers by encouraging better health data collection and analysis. Figuring out what works and doesn't work is one of the biggest challenges in health care.**

Yu Xiaohui, Han Han, Du Jiadong, Wei Liurong, Li Cheng, Zhang Xueli, Li Haihua, Huang Ying, Sun Ke, Li Na, Darrell M. West and Joshua Bleiberg (2014). *mHealth in China and the United States: How Mobile Technology is Transforming Health Care in the World's Two Largest Economies* , Washington, DC: Brookings Institution, Center for Technology Innovation.



*The Spirit of Place for psychological wellbeing and a  
sense of community...*

# REDESIGNING CITIES AND PUBLIC SPACES



View Video: James Kunstler: How bad architecture wrecked cities. Online:  
<https://www.youtube.com/watch?v=Q1ZeXnmDZMQ&sns=em>



# CITIES AND PUBLIC SPACES

- ◉ How do cities and public spaces inform us of who we are?
- ◉ How do we design meaningful spaces that are integral?
- ◉ How do we design spaces that are essential to health and well-being?
- ◉ What is the impact on the human psyche?
- ◉ How do we design spaces that project and preserve the spirit of place?
- ◉ Cold and sterile places exist in America.

**Issues**

- ◉ The Courtyard.
- ◉ The Square.
- ◉ Revitalizing dead malls?
- ◉ Town Centers and Neighborhood Centers.
- ◉ Living locally—outdoor cafes, vocations that make you useful neighbors.
- ◉ Creating spaces of character and quality.
- ◉ Creating a sense of community.

**Ideas and Models**



# EDUCATION

*(Higher Education and Policy)*



# EDUCATION

- ◉ Traditional models not working.
- ◉ Teaching to standards and tests not working.
- ◉ Teaching for rote memorization and regurgitation not working.
- ◉ Not Teaching for Understanding.
- ◉ Printed textbooks are limited in scope and usually not read.
- ◉ Future of the Printed Book vs. digital Technology and Online discipline Portals.
- ◉ Students cannot think critically or creatively.
- ◉ Need for democratic schooling and inclusivity.

**Issues**

- ◉ Increased hiring of part-time and adjunct faculty without benefits.
- ◉ Increased hiring of non-tenured faculty.
- ◉ Influx and disproportionate number of administrators vs. teaching faculty.
- ◉ 2 societies in US higher education: *plutonomy* (top sector) and *precariat* (faculty living a precarious existence).
- ◉ Student Tuition Debt.
- ◉ Corporate Business Model.

**Issues**





# EDUCATION

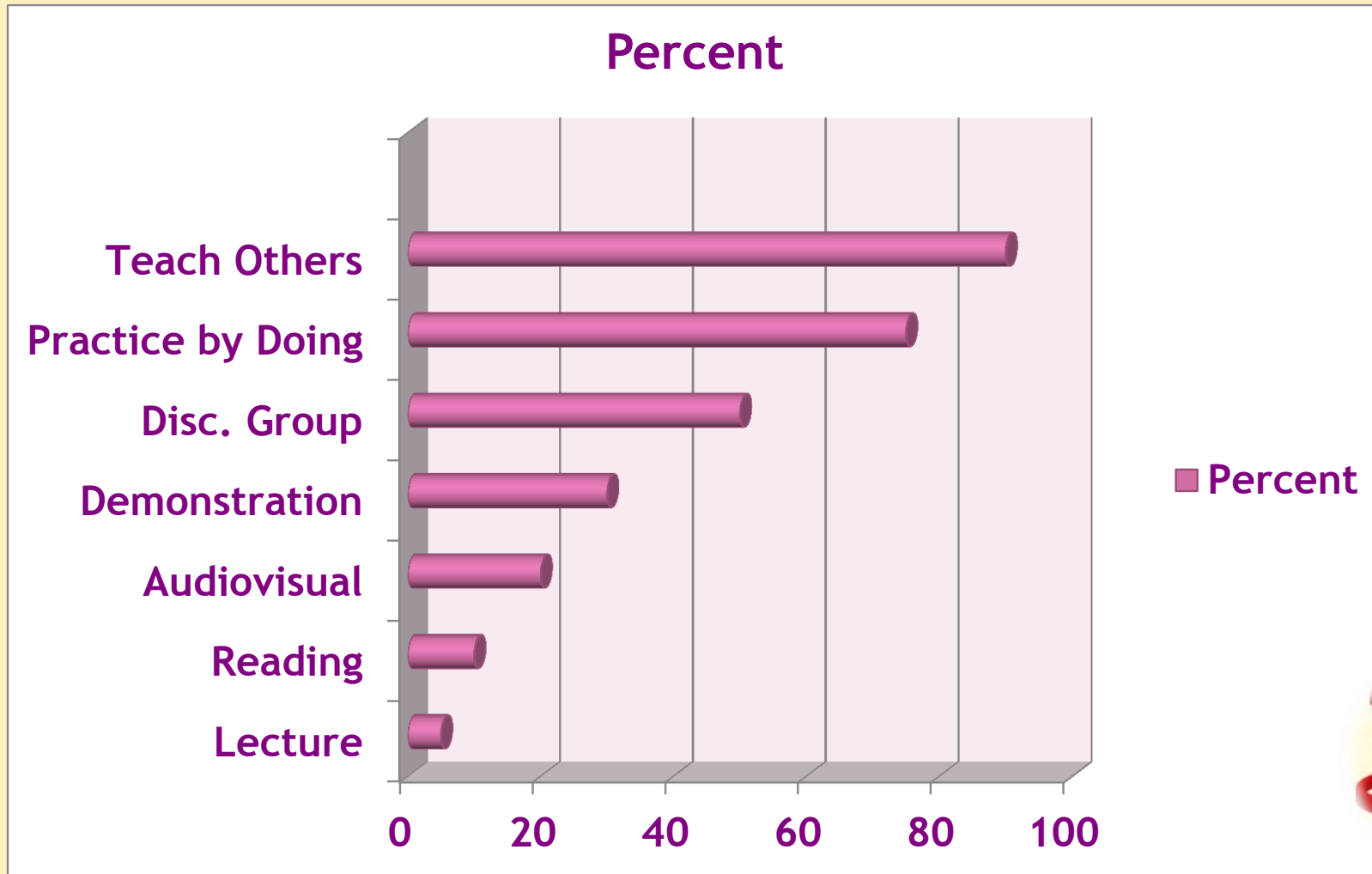
## Education's Ideological Divide

Source: Ferrero 2006.

TRADITIONAL	INNOVATIVE
<p>Standardized Tests Basic Skills Ability Grouping Essays/Research Papers Subject-Matter Disciplines Chronology/History Breadth Academic Mastery Euro centrism Canonical Curriculum Top-down Curriculum Required Content</p>	<p>Authentic Assessment Higher-Order Thinking Heterogeneous Grouping Hands-on Projects Interdisciplinary Integration Thematic Integration Depth Cultivation of Individual Talents Multiculturalism Inclusive Curriculum Teacher Autonomy/Creativity Student Interest</p>



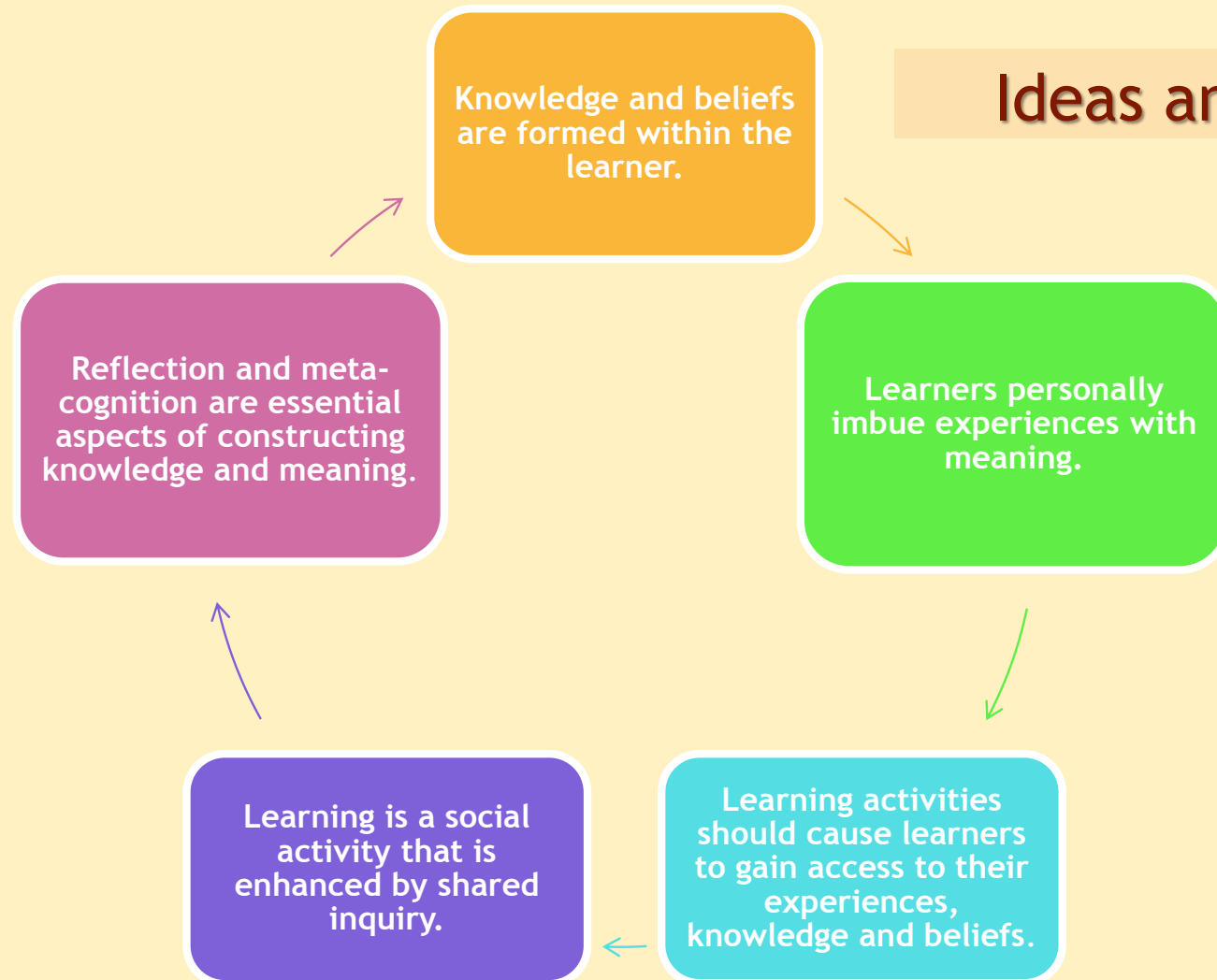
# TEACHING METHOD VS. RETENTION



# EDUCATION: MULTIPLE PRINCIPLES OF CONSTRUCTIVIST LEARNING THEORY

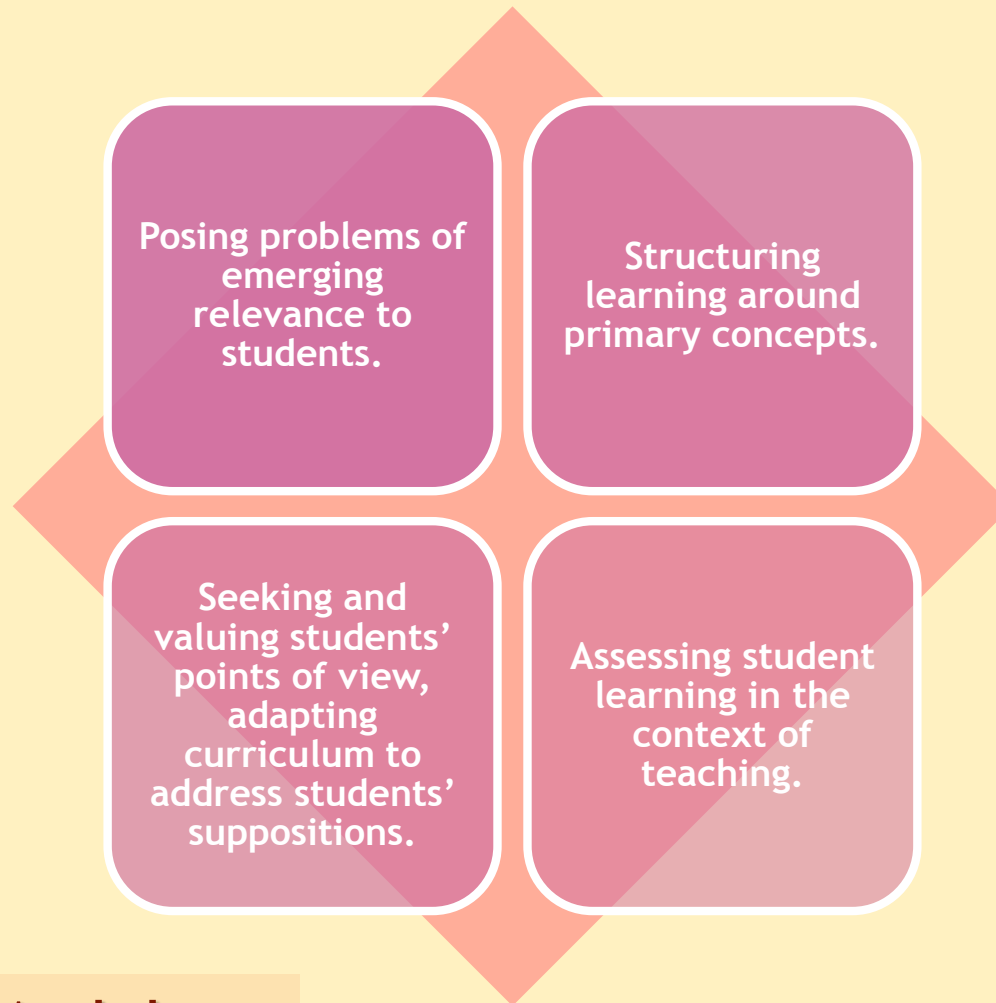
LAMBERT, ET AL. (1995)

## Ideas and Models



# EDUCATION: GUIDING PRINCIPLES OF CONSTRUCTIVISM

BROOKS & BROOKS (1993)



Ideas and Models

# EDUCATION: BENEFITS OF CONSTRUCTIVISM

*Corresponds to  
how people  
really learn.*

*Higher order  
learning  
outcomes.*

*Better  
integration of  
affect and  
emotion.*

*More relevance  
to job and out-  
of-the-classroom  
performance.*

Ideas and Models





# EDUCATION

## *Teaching for Understanding*

Ideas and Models





# WHAT IS UNDERSTANDING VS. KNOWING?

**What is meant by understanding and how does it differ from knowing?**

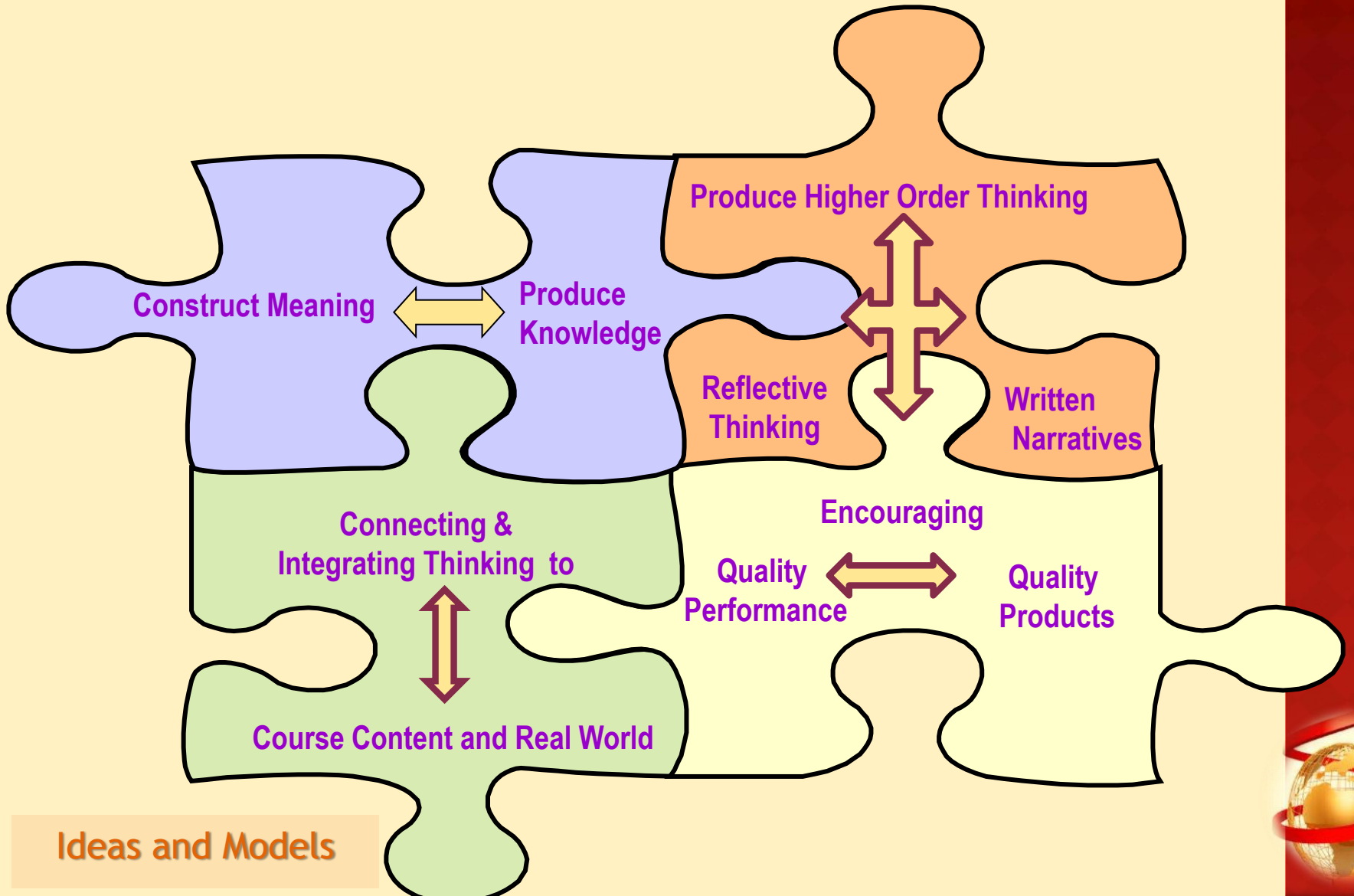
- ⦿ *When a student knows something, the student can bring it forth upon demand-tell us the knowledge or demonstrate the skill.*
- ⦿ *Understanding goes beyond knowing.*

***“Understanding is a matter of being able to do a variety of thought-demanding things with a topic-like explaining, finding evidence and examples, generalizing, applying, analogizing, and representing a topic in a new way...Understanding is being able to carry out a variety of “performances” that show one’s understanding of a topic while at the same time advancing it.”***

Perkins, David. (1993). Teaching for Understanding. *American Educator* (17)3, 28-35.

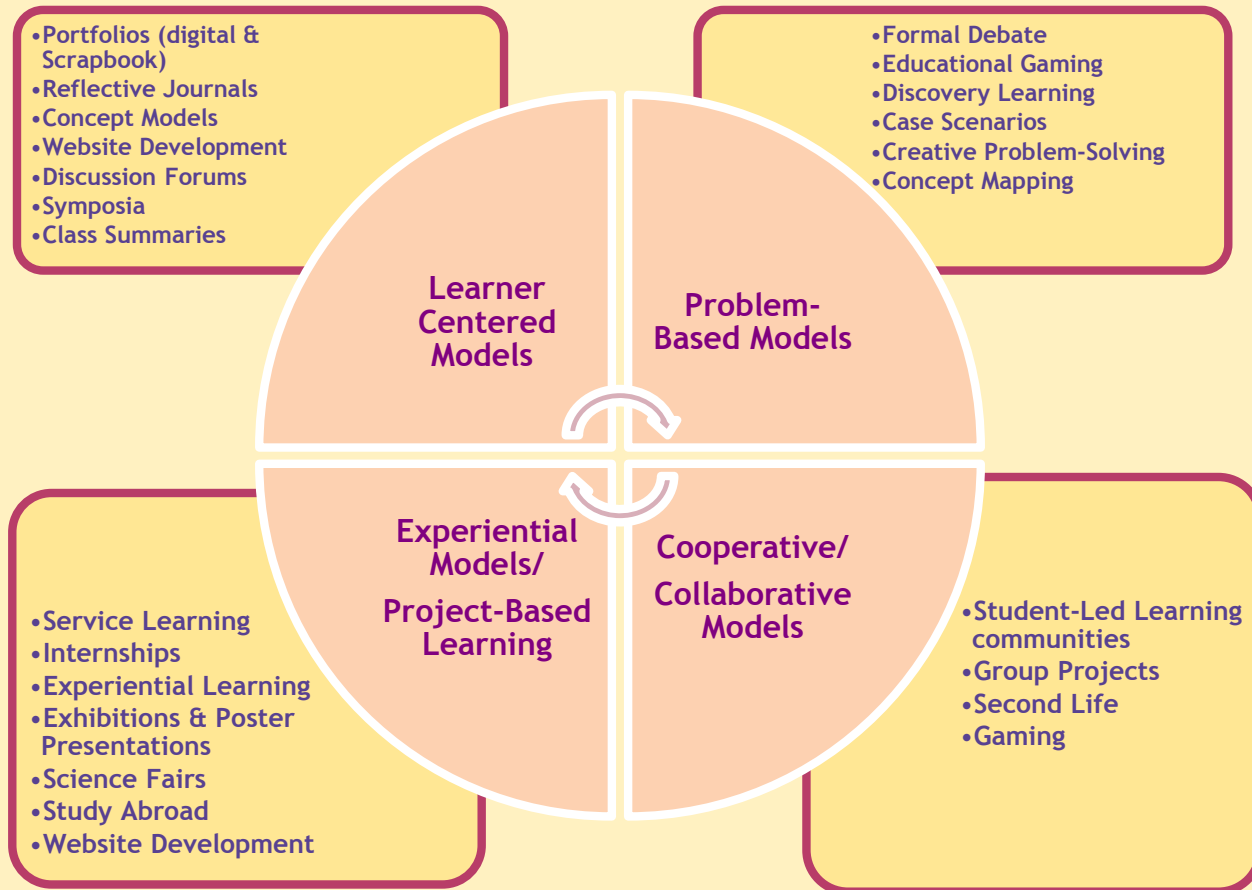


# IN CONSTRUCTIVIST TEACHING FOR UNDERSTANDING--STUDENTS CAN...

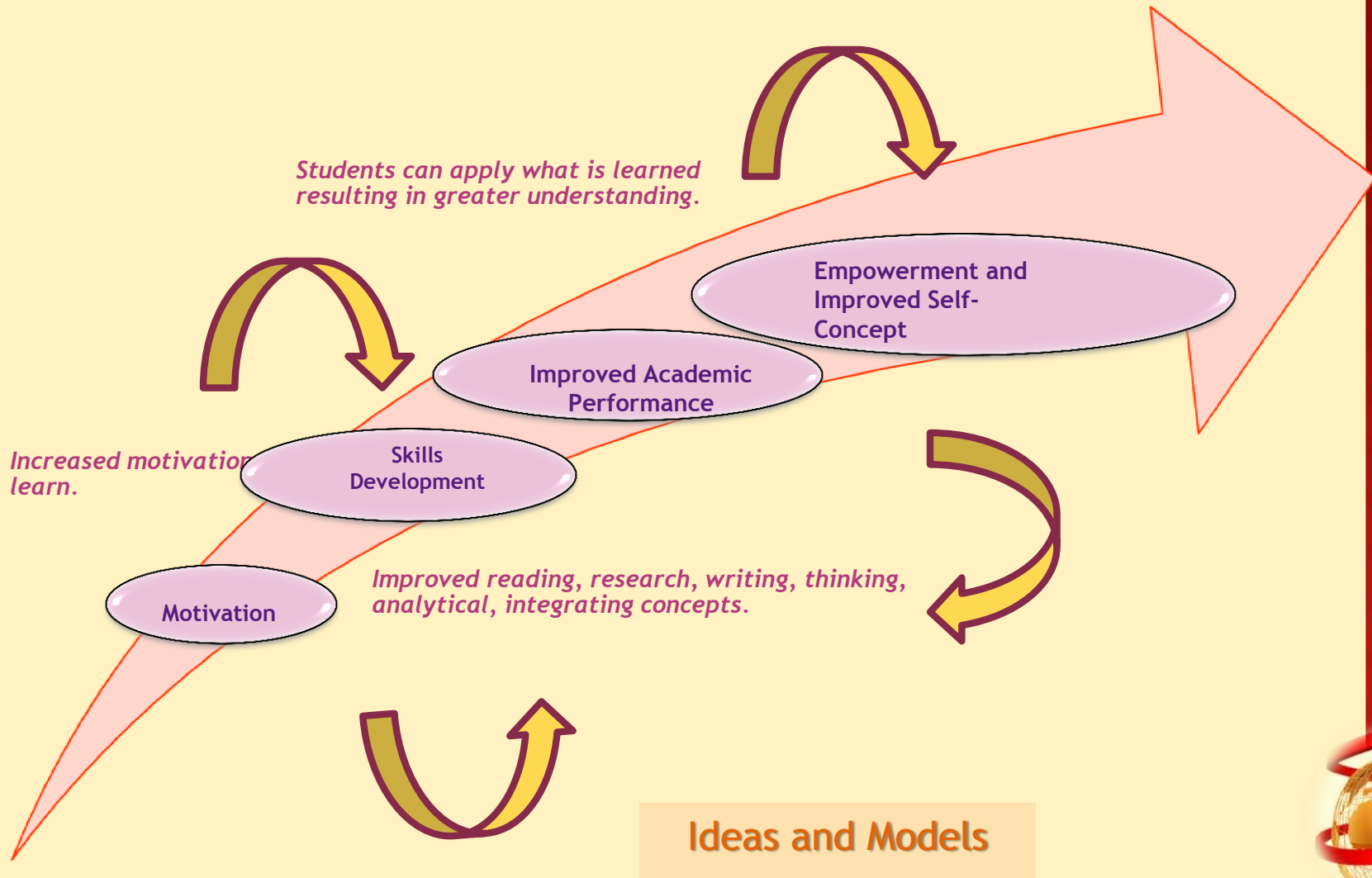


# INSTRUCTIONAL MODELS AND STRATEGIES

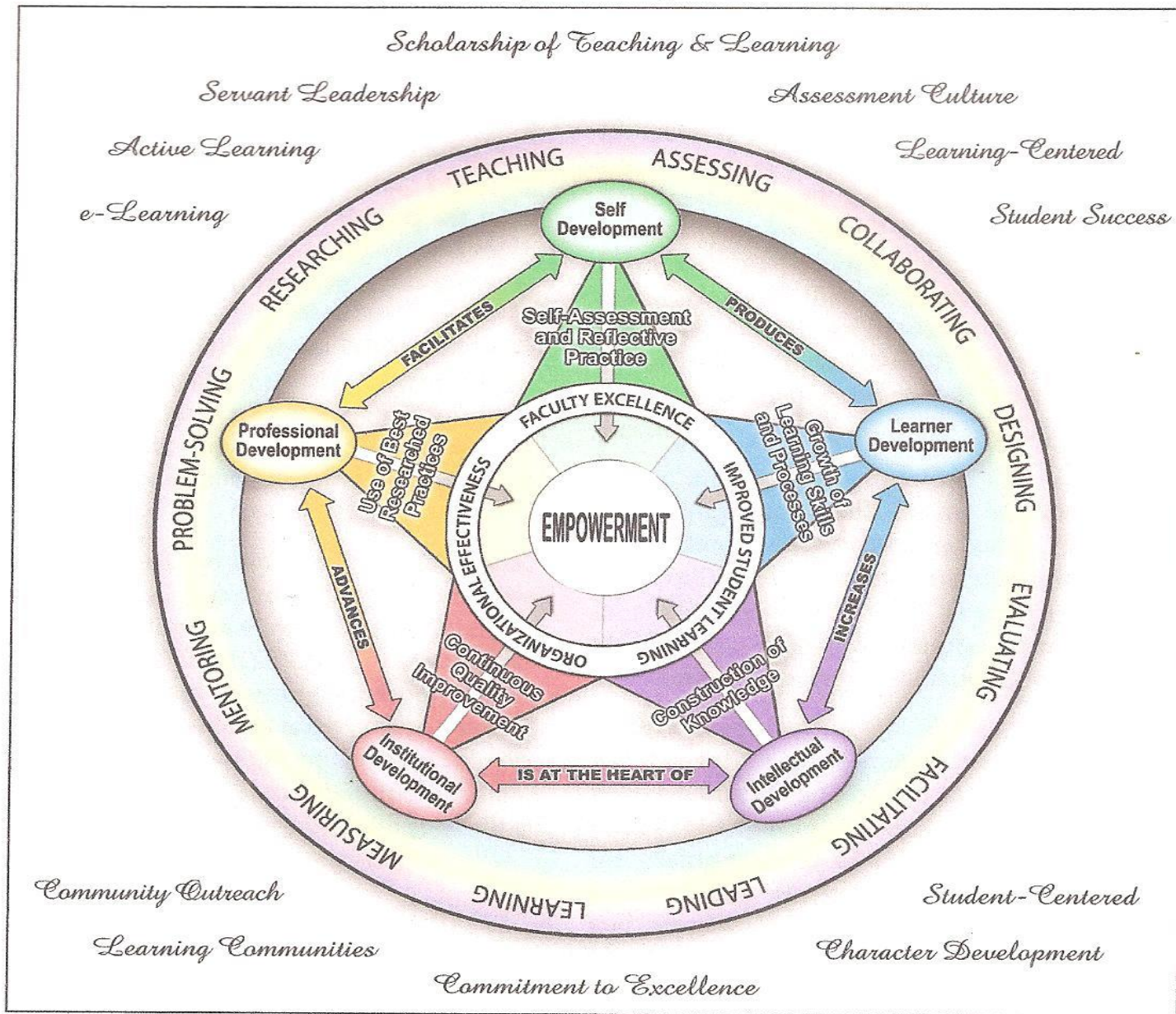
DIFFERENTIATED INSTRUCTION, FLIPPED CLASSROOM, AUTHENTIC INSTRUCTION



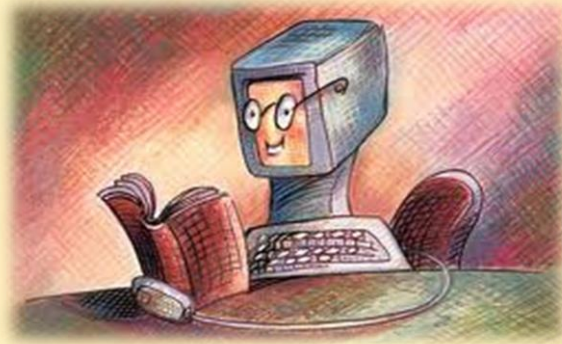
# STUDENT LEARNING OUTCOMES IN CONSTRUCTIVIST CLASSROOMS



**Figure 1 Compass of Higher Education**







# EDUCATION

## ***The Future of the Book: Reinventing the Book for Learning***

*All the while, the form in which we access texts becomes more varied and allows us to read in more contexts. Snuggled under the bedclothes in the dark with a Kindle, or sitting stolidly in front of the computer screen. And the more choices we have, the more personal the process of reading can become.*

*It's quite possible that ease of access demystifies books and encourages us to be lazy readers, but it's equally possible and far more exciting, that the electronic format and its myriad possibilities will sharpen our reading practices, and make us more critical and more reflective, both as writers and as readers.*

*Hannah Skoda, (2014). How Electronic Publishing is Changing Academia for the Better. Tutorial Fellow in History at St. John's College, Oxford., OUP blog. Online: [BLOG.OUP.COM](http://BLOG.OUP.COM).*





# EDUCATION: FUTURE OF THE BOOK

- ◉ The printed teaching textbook has basic information and is limited without supplements.
- ◉ The printed textbook is giving way to the networked screen.
- ◉ Cost of textbooks and ancillaries.
- ◉ Do students read the book?
- ◉ Digital (e-books) and Audio books.

**Issues**

- ◉ Online Publisher Portals around disciplines with comprehensive interactive components.
- ◉ The value and impact of online educational portals vs. learning management systems.
- ◉ Shift to digital formats include addition of graphical, audio, and video elements to the written word.
- ◉ The networked book is not bound by time or space.

**Ideas and Models**



# HIGHER EDUCATION POLICY



# EDUCATION: POLICY

## Issues

- ◉ Adjunct Faculty
- ◉ Creating Insecure and Powerless Workers
- ◉ Increasing Influx of highly paid Administration
- ◉ Student Tuition Debt that traps students for the rest of their life.
- ◉ Corporate Business Model
- ◉ Factory Model



# EDUCATION: POLICY

- ◉ Shared Governance and Worker Control.
- ◉ Redefining the Purpose of Education for Discovery and Enlightenment.

Noam Chomsky states:

*“It’s not to pour information into somebody’s head which will then leak out but to enable them to become creative, independent people who can find excitement in discovery and creation and creativity at whatever level or in whatever domain their interests carry them.”*

*How America’s Great University System is Getting Destroyed. Online at Alter Net.org. February 28, 2014.*

Ideas and Models

- ◉ The Rise of Faculty.

See book: Benjamin Ginsberg. (2011). *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters* (Oxford University Press).

- ◉ Higher Education is mostly free around the world (*Finland, Germany, Mexico-a poor country, and now the European Union is working on an arrangement for students to go anywhere in the EU for higher education.*)
- ◉ **Read: Faculty Members Are Not Cashiers: Why the 'customer service' lingo in academe is bad for students.** By David M. Perry, Chronicle of Higher Education. March 13, 2014. Online: <http://chronicle.com/article/Faculty-Members-Are-Not/145363?cid=megamenu>

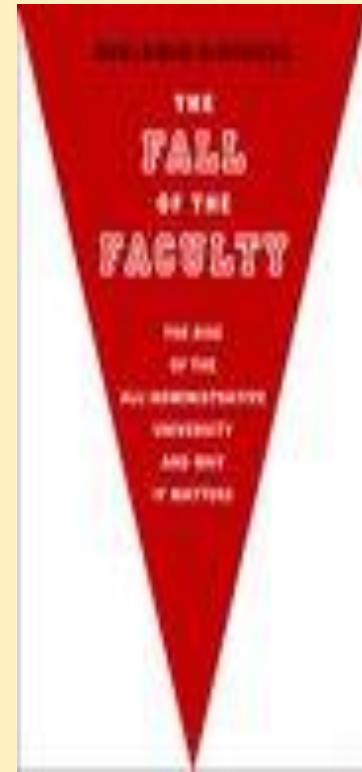
Ideas and Models



# EDUCATION: POLICY

Ginsberg, Benjamin. (2011). *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*. (Oxford England: Oxford University Press).

- *Until very recently, American universities were led mainly by their faculties, which viewed intellectual production and pedagogy as the core missions of higher education. Today, as **Benjamin Ginsberg** warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda.*
- *In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum.*
- *Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor.*



# ROLE OF THE BEHAVIORAL SCIENCES





# ROLE OF THE BEHAVIORAL SCIENCES

- ◉ Lack of Happiness
- ◉ Increasing Mental Illness
- ◉ Learning Deficits and Disabilities
- ◉ Stress
- ◉ Learned Helplessness
- ◉ Suicide, PTSD
- ◉ Substance Abuse

**Issues**

- ◉ Health and Disease
- ◉ Status
- ◉ Self-Concept and Esteem
- ◉ Economic, Social, and Political Impacts on Human Development across domains.

**Issues**



# ROLE OF THE BEHAVIORAL SCIENCES

- Promoting Positive Psychology
- Empirical and Economic Studies on Human Happiness and Subjective Well-Being
- Measuring the Global Well-Being of the Nation as a national goal.
- Promoting and measuring flourishing through PERMA=Positive Emotions, Engagement, Good Relationships, Meaning and Accomplishment. Each is measurable, teachable and game able.
- There should be a massive dissemination of strategies.
- Promotion of Economic Flourishing.

**Ideas and Models**

- Use positive psychology strategies in the classroom to improve performance and lessen mental illness and psychological disorders.
- A worthwhile and national planetary goal is to create flourishing in the world. **Results would be higher productivity, better health and a peaceful state.**
- Denmark scored highest on measures of flourishing.
- Sarkozy and Cameron—formed commissions to ask questions about measuring gross national happiness. The UK and France are leading the world in this measurement.

**Ideas and Models**



# ROLE OF THE BEHAVIORAL SCIENCES

- ◉ Richer people are happier than poorer people, worldwide.
- ◉ Richer countries are happier than poorer countries.
- ◉ GDP and happiness correlate.
- ◉ There is a correlation between wealth, productivity and happiness.
- ◉ More studies in behavioral economics (a branch of psychology).
- ◉ See also Robert Sapolsky's work on the impacts of stress.

**Ideas and Models**

**Ideas and Models**



# *A SHIFT IN CONSCIOUSNESS AND PERCEPTION—* **POSITIVE PSYCHOLOGY**

## **Bold New Ideas!**

- ⦿ 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 in positive psychology: 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.



# A SHIFT IN CONSCIOUSNESS AND PERCEPTION— POSITIVE PSYCHOLOGY AND BEHAVIORAL ECONOMICS

## Empirical Studies on Happiness and Subjective Well-Being (PDFs)

### **Subjective Well-Being and Income: Is There Any Evidence of Satiation?**

Justin Wolfers with Betsey Stevenson . *American Economic Review, Papers and Proceedings*, 101(3) 598-604, May 2013

Many scholars have argued that once basic needs have been met, higher income is no longer associated with higher in subjective well-being. We assess the validity of this claim in comparisons of both rich and poor countries, and also of rich and poor people within a country. Analyzing multiple datasets, multiple definitions of "basic needs" and multiple questions about well-being, we find no support for this claim. The relationship between well-being and income is roughly linear-log and does not diminish as incomes rise. If there is a satiation point, we are yet to reach it.

### **The New Stylized Facts About Income and Subjective Well-Being** with Daniel Sacks and Betsey Stevenson. *Emotion*, 12(6) 1181-1187, December 2012.

Economists in recent decades have turned their attention to data that asks people how happy or satisfied they are with their lives. Much of the early research concluded that the role of income in determining well-being was limited, and that only income relative to others was related to well-being. In this paper, we review the evidence to assess the importance of absolute and relative income in determining well-being. Our research suggests that absolute income plays a major role in determining well-being and that national comparisons offer little evidence to support theories of relative income. We find that well-being rises with income, whether we compare people in a single country and year, whether we look across countries, or whether we look at economic growth for a given country. Through these comparisons we show that richer people report higher well-being than poorer people; that people in richer countries, on average, experience greater well-being than people in poorer countries; and that economic growth and growth in well-being are clearly related. Moreover, the data show no evidence for a satiation point above which income and well-being are no longer related.



# A SHIFT IN CONSCIOUSNESS AND PERCEPTION— POSITIVE PSYCHOLOGY AND BEHAVIORAL ECONOMICS

## **Subjective Well-Being, Income, Economic Development and Growth**

*Development Challenges in a Post-Crisis World*, World Bank ABCDE Conference Volume, 2010  
with Daniel W. Sacks and Betsey Stevenson

We explore the relationships between subjective well-being and income, as seen across individuals within a given country, between countries in a given year, and as a country grows through time. We show that richer individuals in a given country are more satisfied with their lives than are poorer individuals, and establish that this relationship is similar in most countries around the world. Turning to the relationship between countries, we show that average life satisfaction is higher in countries with greater GDP per capita. The magnitude of the satisfaction-income gradient is roughly the same whether we compare individuals or countries, suggesting that absolute income plays an important role in influencing well-being. Finally, studying changes in satisfaction over time, we find that as countries experience economic growth, their citizens' life satisfaction typically grows, and that those countries experiencing more rapid economic growth also tend to experience more rapid growth in life satisfaction. These results together suggest that measured subjective well-being grows hand in hand with material living standards.

- ◉ [Video of my conference presentation](#)





# A SHIFT IN CONSCIOUSNESS AND PERCEPTION— POSITIVE PSYCHOLOGY AND BEHAVIORAL ECONOMICS

## *Happiness Inequality in the United States with Betsey Stevenson*

*Journal of Legal Studies*, 37(S2), June 2008

This paper examines how the level and dispersion of self-reported happiness has evolved over the period 1972-2006. While there has been no increase in aggregate happiness, inequality in happiness has fallen substantially since the 1970s. There have been large changes in the level of happiness across groups: Two-thirds of the black-white happiness gap has been eroded, and the gender happiness gap has disappeared entirely. Paralleling changes in the income distribution, differences in happiness by education have widened substantially. We develop an integrated approach to measuring inequality and decomposing changes in the distribution of happiness, finding a pervasive decline in within-group inequality during the 1970s and 1980s that was experienced by even narrowly-defined demographic groups. Around one-third of this decline has subsequently been unwound. Juxtaposing these changes with large rises in income inequality suggests an important role for non-pecuniary factors in shaping the well-being distribution.



*A SHIFT IN CONSCIOUSNESS AND PERCEPTION—  
PSYCHOLOGY AND QUANTUM PHYSICS  
—TRANSFORMING CONSCIOUSNESS*

**Issues**

- ◎ **Need paradigm shifts in consciousness.**
  - ◎ **What are the strategies?**

*A SHIFT IN CONSCIOUSNESS AND PERCEPTION—*  
**PSYCHOLOGY AND QUANTUM PHYSICS**  
*—TRANSFORMING CONSCIOUSNESS*

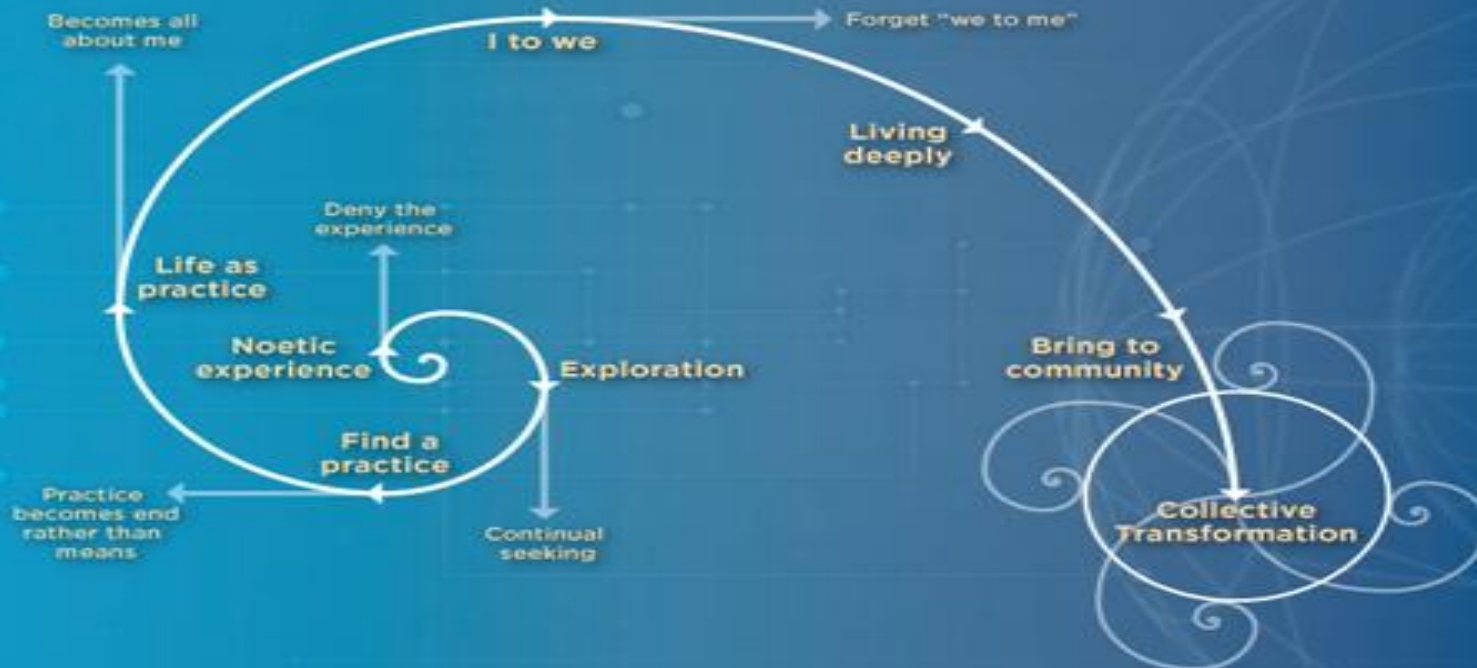
**Ideas and Models**

- **Michio Kaku-Theoretical Physicist-The Future of Mind**  
*What can we do to enhance or transform our mental capabilities?*  
View Video: Michio Kaku: Consciousness Can be Quantified.  
Online: <https://www.youtube.com/watch?v=0GS2rxROcPo>
- **Howard Gardner—Five Minds for the Future**
  - The Disciplined Mind*
  - The Synthesizing Mind*
  - The Creating Mind*
  - The Respectful Mind*
  - The Ethical Mind*
- **The Power of Meditation, National Institutes of Health, Alternative and Complementary Medicine**
- **Institute of Noetic Sciences—Consciousness Transformation Model**
- **The Global Consciousness Project (Princeton University)**



# A SHIFT IN CONSCIOUSNESS AND PERCEPTION— PSYCHOLOGY AND QUANTUM PHYSICS —TRANSFORMING CONSCIOUSNESS

## Ideas and Models



# INNOVATION AND CREATIVITY

**I AM  
CREATIVE**  
World Creativity and Innovation Week



# BUILDING A CREATIVE CLASS

## Issues

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





# BUILDING A CREATIVE CLASS

## Ideas and Models

### ○ Encourage creativity.

*--Helping students explore new ideas, work with those ideas and thinking outside of the box.*

*--Encouraging time for the practice of mindfulness, daydreaming and use of imagination.*

*--Teach the appreciation of artistic beauty.*

*--Recognize that creativity is a necessary output for the productivity of society in general and organizations in particular.*



# BUILDING A CREATIVE CLASS

## How Do You Create Cultures of Creativity?

- ◉ *Getting students to work with ideas.*
- ◉ *Teaching learned behaviors that are typical of the creative.*
- ◉ *Teaching the use of Imagination.*
- ◉ *Develop strategies for maintaining creativity.*
- ◉ *Creative Confidence is a way of thinking about the world and thinking about oneself. It is an open mindset. (Self-Efficacy—Bandura); (Carol Dweck-Open Mind Set); (David Brooks-Trusting Your Intuitive Mind)*

Ideas and Models

- ◉ *Design Thinking—a way of looking at how you innovate. Where do you get your big ideas?*
- ◉ *Design Thinking: Human Centered Design- → Culture Prototyping →Storytelling (Painting a Picture of the Future with Ideas) →Radical Collaboration (the notion that there is diversity and putting a team together representing that diversity).*
- ◉ *The Cultural Creatives—Watch Video:*

<http://www.gaiamtv.com/video/cultural-creatives-paul-h-ray>

Ideas and Models



# IMPROVING RACIAL UNDERSTANDING



# IMPROVING RACIAL UNDERSTANDING

## Issues

*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

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



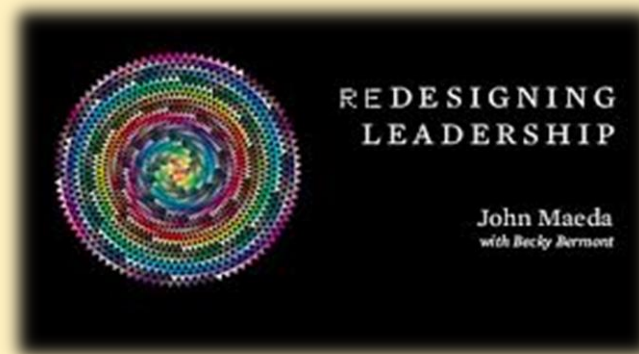
# IMPROVING RACIAL UNDERSTANDING

## Future Direction: Teaching about the Origins of Race

Ideas and Models



# REDESIGNING LEADERSHIP





# REDESIGNING LEADERSHIP

## Issues

- ◉ **Disconnections**
- ◉ **Lack of Dialogue**
- ◉ **Service Leader vs. Transformational/Creative Leader**
- ◉ **Cultivate Leaders**
- ◉ **Authoritarian Model**



# REDESIGNING LEADERSHIP

## Ideas and Models

- ◉ Building Organizational Networks
- ◉ Imagination and Creativity
- ◉ Leaders that Inspire
- ◉ Leaders should be principled
- ◉ Leaders should find ways to show people how they connect
- ◉ Clear leadership (combining theory and practice)
- ◉ Moving from demand and control to collaboration
- ◉ Team-based and cross-functional
- ◉ Positive Partnerships
- ◉ Quality Circles



# GLOBAL ETHICS

## Ideas and Models

- ◉ Learning and practicing the ethics of stewardship.
- ◉ Care of the planet and people.
- ◉ The moral measure of society is how it treats the poorest and most vulnerable.
- ◉ The practice of humility and moral authenticity.
- ◉ Reviewing and establishing ethical principles for applied practice.
- ◉ Examining classical theories such as Aristotle's Nicomachean and Eudemian ethics. Ideas about character, flourishing, happiness and excellence.
- ◉ Character Education Partnership



# IMPACTS ON HUMAN DEVELOPMENT

- ◉ Income Inequality & Poverty (bigger income gaps lead to deterioration)
- ◉ Mental Illness
- ◉ Illiteracy
- ◉ Effects on health across the lifespan (Immune system, cardiovascular disease, brain and memory impairments)
- ◉ Infant mortality
- ◉ Corrodes Trust and the human psyche and morale
- ◉ Status insecurity
- ◉ Social rank

**Issues**

- ◉ Acute Stress releases deadly cortisol that burns tissue and cells in body and brain.
- ◉ Social Problems (violence and crime)
- ◉ All these problems are the result of the current structure of the market economy and the scarcity model.
- ◉ United States is number one on list of worse countries.

**Issues**



# IMPACTS ON HUMAN DEVELOPMENT

## Ideas and Models

- ◉ Reduce the Difference in Incomes for all.
- ◉ Eradicate Poverty.
- ◉ Equal Opportunity for All.
- ◉ Greater Benefit in Being an Equal Society.
- ◉ Investment in Higher Education is key.



# ROLE OF THE SOCIAL SCIENCES







# **THEMES IN 2014 CONFERENCE**

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