



**2019 45th Annual Conference Roundtable
East Coast Colleges Social Science
Association**

**Center For Innovative Technology
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From Knowledge to Wisdom – Equipping Individuals with Sustenance for Life: The Role of Academia

*Defining Roles for the Humanities, Behavioral, Social
and Natural Sciences, and Administrative Leadership~*

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ECCSSA Themes Over the Past Decade

2004	The Search for Security in a World in Conflict
2005	Advancing the Social Sciences in the Information Age
2006	Global Issues and the Challenge of Building a World Community
2007	Tolerance and Humanity
2008	The Changing Role of the Social Sciences in a Global World
2009	Visions for Creating a Sustainable Future and Transformational Change for a Collective World at Peace
2010	Cultivating Interdisciplinary Collaboration, Creativity and Innovation
2011	The National and Global Impacts of Economic Collapse
2012	The Great Renewal for Rebuilding Our Nation-Visions and Challenges
2013	The Way of Return: Ushering in the Renaissance of the 21st Century--Models for Teaching, Leadership and Creativity
2014	New Frontiers: Models for Redesign in the Social and Behavioral Sciences
2015	Education for Mobilization and Action: Leading Transformational Change
2016	Rethinking Leadership in Higher Education: Visions, Models, Expansion, Inclusion, Development, and Transformation
2017	The Future of Instruction, Learning and Leadership: Education for Holistic Development, Ethical Leadership and Sustainability
2018	Cultivating the Leadership of Learning-The Contextualization of Leadership—Teaching Faculty as Leaders in Instruction, Knowledge, Innovation, Leadership and Transformation

Goal of the 2019 Conference

- ▶ **The ECCSSA 2019** conference theme is devoted to an exploration of the call to the academy of science and institutions of higher learning to change or redirect its focus to merging knowledge with wisdom.
- ▶ There is a growing belief that *wisdom as the sustenance for life* should be the central core of education in the development of human potential. Some leading proponents are calling for a more balanced and practical approach to developing human potential with a focus not only on building knowledge and technology, but also addressing the problems of living (e.g. poverty, ill health, injustice, deprivation, and more) and how to solve those problems.
- ▶ In addition, there is a need to emphasize the importance of civic responsibility and acting wisely for self, family, society, nation and world.



Goal of the 2019 Conference

▶ Two central questions leading to the development of conference theme:

- 1) *How and why did we get to valuing knowledge over wisdom? and*
- 2) *How and why did science and the academy shift in valuing knowledge over wisdom?*



“

We urgently need a new kind of academic inquiry that gives intellectual priority to promoting the growth of global wisdom. We have gained increased knowledge, including that of science, but with a lack of wisdom and understanding. (Maxwell, 2013)

”

FROM KNOWLEDGE TO WISDOM— THE MAXWELL MODEL



Nicholas Maxwell, philosopher of science and emeritus reader at University College, London, is a leading proponent for more than thirty (30) years of revamping and advancing higher education and moving the focus of learning from knowledge to wisdom. Maxwell believes this is vitally important for seeking solutions to help people resolve problems they encounter in life and to develop life skills.

From Knowledge to Wisdom— The Maxwell Model

“We need to bring about a wholesale, structural revolution in the aims and methods, the entire intellectual and institutional character of academic inquiry. At present, academic inquiry is devoted to acquiring knowledge. The idea is to acquire knowledge, and then apply it to help solve social problems. This needs to change, so that the basic aim becomes to seek and promote wisdom—wisdom being understood to be the capacity to realize what is of value in life for oneself and others (and thus, including knowledge, know-how and understanding). Instead of devoting one’s self primarily to solving problems of knowledge, academic inquiry needs to give intellectual priority to the task of discovering possible solutions to problems of living.” (Maxwell, 2007, p. 98)



Knowledge-Inquiry vs. Wisdom-Inquiry

Definitions

Knowledge-Inquiry

- ▶ *Knowledge-inquiry is what we have inherited from the enlightenment. The basic intellectual aim of knowledge-inquiry is knowledge. First, knowledge is to be acquired; once acquired, it can be applied to help solve social problems. (Maxwell, 2014, p. 20)*

Wisdom-Inquiry

- ▶ *The basic aim of wisdom-inquiry is wisdom, understood to be the capacity and the active desire to realize what is of value in life, for oneself and others, thus including knowledge, technological know-how, and understanding, but much else besides. (Maxwell, 2014, p.22)*

Wisdom

“Wisdom is expertise
in the fundamental
pragmatics of life”

Baltes



5 Criteria that Define Wisdom

~The Berlin Wisdom Paradigm~

RICH FACTUAL KNOWLEDGE:

general and specific knowledge about the conditions of life and its variations.

This means knowing about human nature and the life course.

RICH PROCEDURAL KNOWLEDGE:

general and specific knowledge about strategies of judgment and advice concerning matters of life.

This means knowing ways of dealing with life's problems.

LIFESPAN CONTEXTUALISM:

knowledge about the contexts of life and their temporal (developmental) relationships

This means having an awareness and understanding of the many contexts of life, how they relate to each other and change over the lifespan.

RELATIVISM:

knowledge about differences in values, goals, and priorities

This means an acknowledgment of individual, social and cultural differences in values and life priorities.

UNCERTAINTY:

knowledge about the relative indeterminacy and unpredictability of life and ways to manage.

This means knowing the limits of one's own knowledge.

Wisdom Scale



THE 3-DIMENSIONAL WISDOM SCALE

The Three-Dimensional Wisdom Scale was developed by Professor of Sociology Monika Ardelt in the 1990s. Building on pioneering work carried out by psychologist Vivian Clayton in the 1970s, Ardelt's model reintroduced an emotional aspect to wisdom overlooked in other models. The three dimensions are as follows:

REFLECTIVE

The REFLECTIVE dimension entails looking at phenomena from different perspectives, including yourself, which tends to reduce ego-centredness and allows people to overcome subjectivity and projections



COGNITIVE



The COGNITIVE dimension refers to the ability to see reality as it is, to understand deeper truths, in particular how it relates to the intrapersonal and interpersonal aspects of life

COMPASSIONATE

The COMPASSIONATE dimension stresses the importance of having sympathy and compassion for others.



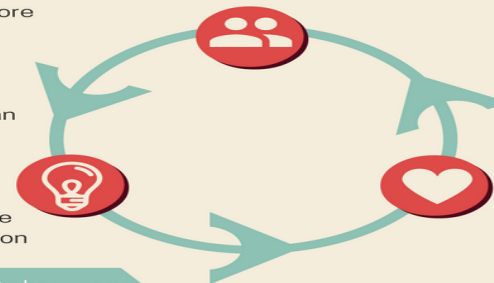
DIMENSIONS CONNECTED

The dimensions are not independent strands, developing in isolation of each other. Rather, there is a critical interplay between them as an individual grows in wisdom.

As one becomes more REFLECTIVE

.... self-induced distortions are reduced and one can gain a clearer appreciation of reality...

This is growth of the COGNITIVE dimension



This deeper appreciation of the complexity of human behaviour results in greater empathy and sympathy....

.... hence an increase in the COMPASSIONATE dimension

The Role of the Disciplines

(Maxwell, 2007, 2008, 2013, 2014)

The Social Sciences—social philosophy or social methodology to promote solving problems cooperatively and rationally relative to problems of living in the world.

The Natural Sciences—three domains of discussion: evidence, theories and aims. Identify problems of research, examine questions, and social priorities and values.

Philosophy—become the sustained rational exploration of the most fundamental problems and how to improve personal, institutional, and global aims and methods in life so values may be realized.

The Role of the Disciplines

(Maxwell, 2007, 2008, 2013, 2014)

Literature—explore, imaginatively, the most profound problems of living and contribute to empathic and personal understanding of life dealing with such problems, by allowing the individual to enter imaginatively into the lives of others.

Education—change to make the problems of living become more fundamental than the problems of knowledge, with the basic aim of individuals learning how to acquire wisdom in life.

National and Global Governance Curricula—there should be a simulated model of a virtual national shadow government used to practice, develop models and reflect on what an actual world government should be doing.

The Role of the Disciplines

(Colby & Ehrlich, 2016; King, 2018, 2019)

The Behavioral and Psychological Sciences—there is a need to focus on the cognitive and psychosocial domains of development, e.g., spiritual development, mindfulness, perception, compassion, tolerance, empathy & emotional hygiene.

Anthropology—in collaboration with psychology and other disciplines continue the study and understanding of human behavior, culture and problems in living using their unique methodology.

Civic Education—cultivate in graduates an appreciation and responsibility and rewards of civic engagement. Foster capacities for thoughtful and effective participation in public discourse and social enterprise.

The Role of the Disciplines

(Colby & Ehrlich, 2016; King, 2018, 2019)

History—There seems to be a dearth of attention to the historical accounting and analysis of the origin, shifts and transformations and how the past has helped to shape the present time.

This is the beginning to defining the role of academia and the disciplines toward a model of academic inquiry.

There should be ongoing research, dialogue, exchanges, as well as, interdisciplinary, multidisciplinary and crossdisciplinary approaches.

Higher Education Has Structural Irrationality



The creation of our current global problems, and our inability to respond adequately to these problems, has much to do with the long-standing, rarely noticed, structural irrationality of our institutions and traditions of learning, devoted as they are to acquiring knowledge dissociated from learning how to tackle our problems of living in more cooperatively rational ways. Knowledge-inquiry, because of its irrationality, is designed to intensify, not help solve our current global problems. (Barnett & Maxwell, 2008, p. 103)

Knowledge vs. Wisdom

“We need to change the aims and methods of higher education.”



Catastrophes Resulting From Lack of Global Wisdom

- ▶ A massive increase in scientific knowledge and technology minus a concomitant increase in global wisdom.
- ▶ Degradation of the environment due to industrialization, modern agriculture and global warming.
- ▶ The horrific number of people killed in wars, the arms trade and the stockpiling of modern armaments.
- ▶ The immense differences in wealth of populations across the globe, as well as rapid population growth.
- ▶ This also includes the rapid spread of AIDS due to contaminated needles used in inoculation programs, and global travel made possible by modern technology.

Catastrophes Resulting From Lack of Global Wisdom

- ▶ **Incapacity to deal with global problems effectively and humanely.**
- ▶ **Evidence of human behaviors, worldwide, of suffering, aggression, rising conflicts, violence, mental illness, wars, racial hatred, divisiveness, lack of civic engagement and more.**

“

Calling for a New Renaissance in Higher Education and a New Model

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TRANSFORMATIONS, ENLIGHTENMENT AND A SCIENTIFIC REVOLUTION

“This model would need the support and cooperation of all — scientists, scholars, students, research councils, university administrators, chancellors and vice chancellors, teachers, the media, the general public and the global community.

~Nicholas Maxwell~

A New Model of Education, Development and Inquiry is Needed!

► The Inclusion of Wisdom-Inquiry must be a priority to help and save humanity toward creating “as good a world as possible” (Maxwell, 2013).



Knowledge without wisdom is
like water in the sand.

~Cannean Proverb~

Incorporating Wisdom Content into the Current Knowledge-Based Model-Benefits

Will lead to a more enlightened and wise society.

Will equip individuals with skills and insights necessary to solve daily problems.

Such a shift will have dramatic impact on higher learning institutions and change the relationships of and between academic disciplines.

Will lead to a more holistic approach to education and development that many have been calling for over the decades.

Will usher in a scientific revolution in higher education—which is much needed.



Constructivist Theory and Maxwell's Model

Maxwell's model is akin to the constructivists' perspectives. For these theorists, constructing meaning and understanding of what is learned is central to the holistic approach to teaching and learning through interpretation and reflection (King, 2008).



Constructivist Teaching and Learning

- ▶ **Learners should be able to:**
 - ▶ *Construct meaning for themselves;*
 - ▶ *Reflect on the significance of the meaning; and*
 - ▶ *Make self-assessments to determine own strengths and weaknesses in learning;*
- ▶ **Teacher becomes....**
 - ▶ *Mediator of learning and thinking through engagement*
 - ▶ *Facilitator of understanding*
 - ▶ *Role shifts from “sage on the stage” to “guide on the side.”*

Instruction is not “done to learners” but is meant to “engage learners.”

“

Teaching and Learning is a Collaborative Process!

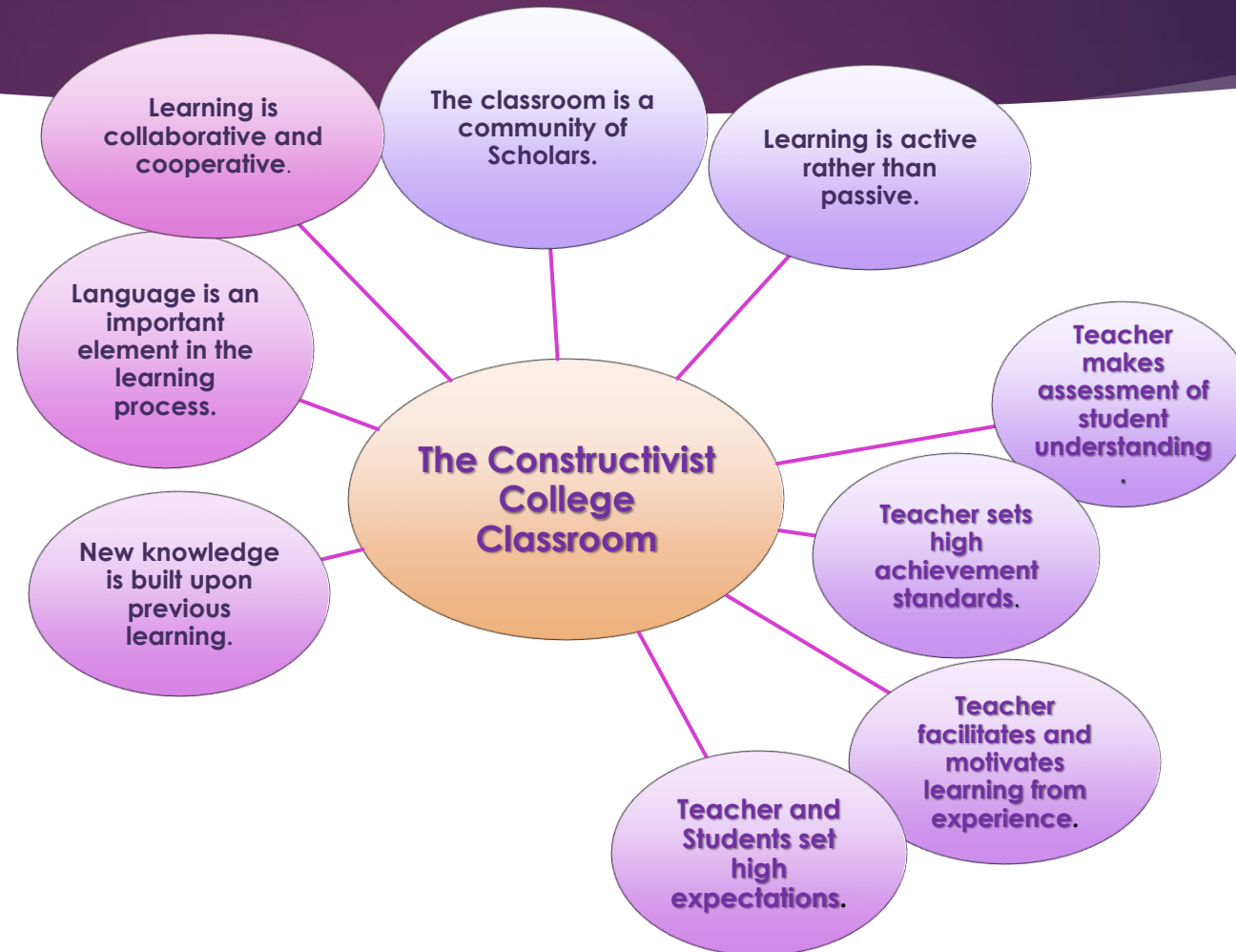
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STUDENTS HAVE A LEADERSHIP ROLE AND THEY ARE ACTIVE COLLABORATORS IN THE PROCESS. BUT, TEACHERS MODEL AND SHAPE BEHAVIOR

Students have a leadership role and input but teachers model and shape behavior as facilitators of learning..



Characteristics of Constructivist Classrooms



What Colleges and Universities Can Do

1. Change from the growth of knowledge to the growth of wisdom.
2. Change from the nature of academic problems to include problems of living.
3. Change in nature of academic ideas to include proposals for action.
4. Change in what constitutes intellectual progress to include relevance in achieving a more civilized world.

5. Change in the nature of inquiry to include engaging in thinking.
6. Change in the nature of social inquiry.
7. A focus on research on broad global problems that cut across disciplines.
8. Sustained, imaginative & critical exploration of the future of the world and humanity with policy and research implications.

9. Promote cooperative rationality and social wisdom, worldwide. Academia becomes a kind of civil service for the public.
10. Change in the role of political & religious ideas, art, expressions of feelings, desires & values have within rational inquiry.
11. Seminars devoted to the cooperative, imaginative and critical discussion of problems of living. Politics becomes central to wisdom-inquiry, political creeds being critically and imaginatively scrutinized.
12. Give empathic priority to teaching empathic understanding between people to flourish.

Outcome of the Role of Higher Education: Scientific Revolution and Transformation

“The outcome will be traditions and institutions of learning rationally designed to help us acquire wisdom.”

(Nicholas Maxwell, 2014, p. 61)

The Revolution is already underway!

Models

IS THE WISDOM REVOLUTION UNDERWAY?



Models

Cambridge Environmental Initiative (CEI)

- Launched in 2004. 8 fields associated with environment: built environment, climate change; conservation; energy; natural hazards; society, policy; and law; waste; and water.
- Interdisciplinary with 35 different departments.

School of Geography & Environment-Oxford

- Founded in 2005. 5 research clusters, 2 research centers, the Environmental Change Institute, the Transport Studies Institute, 3 interdepartmental research programs, the African Environment program and the Oxford Branch of the Tyndall Center.
- Focus-Climate Change.

Oxford Martin School

- Founded in 2006. Mission-to formulate new concepts, policies and technologies that will make the world and the future a better place to be.
- Consists of 30 interdisciplinary research teams for research on aging, armed conflict, cancer therapy, carbon reduction to nanoscience, oceans, science innovation & society, future of mind & humanity.

Models

Smith School of Enterprise & the Environment

- Founded in 2008 to help government and industry.
- Focus-climate change.

University College, London

- Founded in 2008. UCL Grand Challenges.
- 4 areas of research: global health sustainable cities, human wellbeing, intercultural interaction. Also the Wisdom Agenda

John Tyndall Center for Climate Change Research and the UK Energy Research Center (UKERC)

- Founded in 2000, by 28 scientists from 10 institutions. Based in 8 British universities.
- A multidisciplinary approach to the study of climate change.

Models

The Globe Program-(US)

The Global Learning and Observations to Benefit the Environment (GLOBE)

- A worldwide science & education founded by Al Gore in 1994. Run by NASA. See video: <https://www.globe.gov/about/overview>.
- GLOBE provides grade level-appropriate, interdisciplinary activities and investigations about the atmosphere, biosphere, hydrosphere, and soil/pedosphere, which have been developed by the scientific community and validated by teachers.

Demos-A British Think Tank

- The focus is on the need for more public participation in discussion about aims and priorities of scientific research and greater openness of science to the public.
- Supported by the Royal Society of Great Britain, Science in Society Program.

Science in Society Program- Royal Society

- Founded in 2004 for promoting dialogue with society and influencing and sharing responsibility for policy on scientific matters.
- Embracing a culture of openness in decision-making which considers the values and attitudes of the public.

Models

The United States Institute of Peace (USIP)

- Founded in 1984, a nonpartisan, national institute, founded by Congress and dedicated to the proposition that a world without violent conflict is possible, practical, and essential for U.S. and global security.
- USIP provides expertise, training, analysis, and support to those who are working to build peace.

Peace Studies

- Bradford University, Sussex university, Kings College London, Leeds University, Lancaster University, Coventry University, London Metropolitan University.
- Ctr. for Peace and Reconciliation Studies, Warwick University; Desmond Tutu Ctr. for War and Peace, Liverpool Hope University; UNC, Chapel Hill; UC Berkeley; George Mason Univ.; Colgate Univ.; Georgetown Univ.; Notre Dame, Tufts Univ.

Character Education

- Providing leadership, voice and resources to help individuals and groups along their character journey.
- Inspiring and empowering ethical, engaged and compassionate citizens worldwide.

Models

Friends of Wisdom

- A group of 347 scholars– an association of people sympathetic to the idea that academic inquiry should help humanity acquire more wisdom by rational means.

Center for Practical Wisdom

- Mission is to deepen scientific understanding of wisdom and its role in decisions and choices affecting everyday life. To understand how an individual develops wisdom and circumstances and situations in which people are most likely to make wise decisions. To deepen scientific understanding of wisdom, and how to gain, reinforce, and apply wisdom in helping us to become a wiser society.

The Berlin Wisdom Project

- In the early 1980s, Paul Baltes was head of the Center for Lifespan Psychology at the Max Plank Institute for Human development in Berlin. Baltes et al. launched the ground-breaking 'Berlin Wisdom Project' and 'obtained the most comprehensive empirical understanding of wisdom by any single group in modern psychology.'

Models

Teaching for Wisdom

The Glück Curriculum

- A Curriculum that teaches students to explore and experience how they can create a better life for themselves.
- Provides space, activities and exercises to make and reflect upon key experiences. They identify and explore alternatives for acting and decision making in future situations.

WICS Model

(Wisdom, intelligence and Creativity-Sternberg)

- Wisdom, intelligence and creativity are developing expertise. These are the presuppositions for citizens and professionals of the future and for anyone who aspires to have meaningful success in life.
- Analytical-analyze, critique, judge, compare & contrast; Creatively-create, invent, discover, imagine if...,suppose that...,predict; practically-apply, use, put into practice, implement, employ, render what they know.

What is a Wise Good World?

01

Would be so organized that people can realize what is of value to them in life.

02

A good world would be much more equal with a higher quality of life.

03

Businesses would be run more cooperatively (decision-making, profits and responsibility).

04

A wise-good world would seek to resolve conflicts and problems of living in cooperative and rational ways.

05

A wise world would possess a democratic world government.



Role of Academia in the Future Toward Creating a Wise World

▶ The proper task of academia is to improve knowledge, technological know-how, and understanding, thereby providing us with means to help us achieve ends in life we decide for ourselves, personally, democratically, or in other ways. It cannot conceivably be acceptable for unelected academics to decide for the rest of us what our goals in life should be, what kind of world we should strive to achieve.

▶ (Maxwell, 2014, p.114)



The Wisdom-Inquiry University



There should be a designated Faculty devoted to problems of living research.



Faculties devoted to physical science, biological science, behavioral science, engineering, environmental, social science and the humanities—the Faculty of Problems of Living Research.



This would include cross disciplinary departments devoted to specific global, national and regional problems.



Those working on these problems would be a new breed of academic in that they would combine their areas of expertise with research, knowledge and understanding of applied problems of living. They would also use their imagination to look futuristically at possibilities for humanity. They would also engage with the public.



Final Thought

How Universities Can Help Create a Wiser World

- ▶ A basic task is help people around the world acquire a good understanding of what our global problems are and what we need to do about them, It needs to be recognized much more widely that the kind of academic inquiry we have inherited from the past—knowledge is damagingly irrational.
- ▶ We need to put into practice in schools and higher education, wisdom-inquiry. To tackle the problems of living—globally. This would transform the relationship between universities and the social world.
- ▶ Higher Education would be charged with becoming fundamentally concerned with promoting public understanding of what needs to be done to create a better, wiser world.
- ▶ Maxwell and many others are calling for a high profile campaign to wisdom-inquiry to higher education so that people can flourish and grow.

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