

The background features a vibrant yellow color with several large, overlapping white shapes that resemble stylized speech bubbles or abstract organic forms. The text is centered and rendered in a bold, dark blue font.

Innovative and Critical Approaches to Higher Education

in the 21st Century

Welcome!

Welcome to the conference Innovative and Critical Approaches to Higher Education in the 21st Century, which we hope will be the beginning of a new global collaborative framework for universities that focus upon student-centred learning, critical thinking, interdisciplinary teaching and research, and social engagement: The Critical Edge Alliance.

The 3-day conference will offer a mixture of academic papers and debates as well as a unique possibility to explore some of the partnerships between students and staff at Roskilde University and the local communities in Roskilde and Copenhagen. The conference brings together students and staff from universities all over the world, and offers an opportunity to share visions, debate, network, and get inspired.

Organizing committee:

Kasper Risbjerg Eskildsen

Roskilde University, Denmark

L.H.M. Ling

The New School, USA

Nizar Messari

Al Akhawayn University, Morocco

David McAvity

Evergreen State College, USA

P. K. Shajahan

Tata Institute of Social Sciences, India

Carl Henrik Langebaek Rueda

Universidad de los Andes, Colombia

Danilo Marcondes

Pontificia Universidade Católica do Rio de Janeiro, Brazil

Programme

- Critical Edge Alliance Conference 2016

Wednesday 22 June

- | | |
|-------|--|
| 09.00 | Meetup with your host at The Central Station
Copenhagen/Roskilde Station |
| 09.30 | Registration and coffee |
| 10.30 | OPENING CEREMONY: Welcome
Hanne Leth Andersen, Rector at Roskilde University |
| 11.00 | PROGRAMME PRESENTATION |
| 11.15 | PANEL DISCUSSION: Defining the critical edge of progressive education in the 21st century

Hanne Leth Andersen
Rector, Roskilde University (Denmark)
Pablo Navas
Rector, Universidad de los Andes (Colombia)
Shalini Bharat
Deputy Director, Tata Institute of Social Sciences (India)
David McAvity
Dean, Evergreen State College (USA)
Wafa El Garah
Vice President, Al Akhawayn University (Morocco)
Daniela Vargas
Dean and Deputy Provost, PUC-Rio (Brazil)
Mary Watson
Executive Dean, The New School (USA) |
| 12.30 | Lunch: Try the unique Danish food experience
'smørrebrød' |

13.30

INSPIRE AND GET INSPIRED: Parallel sessions

Symposium: Possibilities and Limits of Digital Technologies in Problem-oriented Learning and Teaching

Educational Designs Supporting Student Engagement through Networked Project Studies. - Jørgen Lerche Nielsen, Roskilde University, Denmark

Civic Intelligence at the Intersection of Globalism and Localism - Douglas Schuler, The Evergreen State College, USA

Grappling with the Potential of Digital Technologies for Problem-based Learning - Peter Busch, Roskilde University, Denmark

The Dialectics of Distraction: Digital Technologies and the Practice of Problem-oriented Learning - Ernst Schraube, Roskilde University, Denmark

Race and Caste in Higher Education

Critical Evolution of Innovative Higher Education Environments in the United States - Jack Herring, Fairhaven College of Interdisciplinary Studies, USA

Critical Race Theory, Caste, Tribe and Marginality: A study of Students Caste and Tribes Experiences in Higher Education - Dhaneswar Bhoi, Tata Institute of Social Sciences, India & Neelima Rashmi Lakra, Tata Institute of Social Sciences, India

Lower the Caste Population Lower the Standard of Higher Educational Institutions - Hemangi Kadlak, Tata Institute Social Sciences, India

Rethinking Progressive Education in a Neoliberal World

Self-directed learning at a critical juncture - Ginie Servant, Erasmus University College, Holland

Towards a critical pedagogy of global transformations - Reforming Global Studies at Roskilde University - Laura Horn, Roskilde University, Denmark Ontologies of Transformation: Three Articulations of Creative Practice - Conor Heaney, University of Kent, UK & Erzsébet Strauss, University of Warwick, UK & Joel Lazarus, University of Warwick, UK.

15.00

Coffee break

Wednesday 22 June

15.15 **KEYNOTE:** L. H. M. Ling, The New School, "Progressive Education: What, Why, How?"
L.H.M. Ling, Professor of International Affairs, The New School.

16.15 **END OF PROGRAMME: Leisure time**
Enjoy the quiet atmosphere outside, in the lounge area or hang out in the social house Studentarhuset.

16.45 **Meetup for those who would like to attend the citywalk in Roskilde**

Stay at RUC and relax until the reception in Roskilde

Meetup 18:15 to take the train to Roskilde city

17.30 **Optional citywalk in Roskilde**

Tour by Paul Hartvigson, lecturer at Roskilde University and owner of Byvandring.nu. Paul Hartvigson's tour combines recreation and lecture in a city walk. Roskilde was The Viking Age and Medieval capital of Denmark. You get the story of Danish culture and society through 1000 years, backed up with real life city- and landscape as the foundation. This subject is experienced the medium of contemporary reality, which will have to be taken into the story under way. The citywalk is of interest to the audience, be they visitors or locals.

The tour also discusses the practice and challenges of outdoor teaching. For example how you can make a coherent historical account, even as the geography mandates another line narrative? How do you handle disturbances and suddenly arising situations? This demands a sense of style, timing and priority etc. It is a useful set of skills to apply knowledge in the world at large. The tour starts in front of Roskilde Station, by the fountain of the Vases.

Train leaves from Trekroner Station towards Roskilde Station at 17:11 and 17:20

19.00 **RECEPTION AT 'INSP!'**

INSP! is a local gathering point and a small new reality created by the citizens of Roskilde. Everybody is welcome and everything is possible. INSP! is a creative house of experience for children, young people, adults and elderly altogether. INSP! makes non-profit activities that are made for especially children and young peoples' active participation in the society. Together we will experience this inspiring atmosphere when we have our conference reception.

Find photos from INSP!: www.insp.dk
www.facebook.com/INSPRoskilde

Thursday 23 June

09.00	Meetup with your host at The Central Station Copenhagen/Roskilde Station
10.00	INTRODUCTION OF TODAY'S PROGRAM
10.15	INSPIRE AND GET INSPIRED: Parallel sessions
	Building a Progressive College in China from the Ground Up: What We've Learned So Far Chen Weiming, Xing Wei College, China. Together with students and faculty from Xing Wei College

	New Educational Approaches to Social and Economic Problems What is money? Empirical presentation and pedagogical reflections from the R.O.S.I. Website Project - Joel Lazarus, University of Warwick, UK Addressing the Crisis in Economics Through Interdisciplinary Learning Communities - Peter Dorman, The Evergreen State College, USA Protecting Children's Rights: Online Education Transforming Practitioners into Professional Social Workers - Lina Kashyap, Tata Institute of Social Sciences, India

	Collaborative and Student-Centered Learning The Value of Story-Making in Language Acquisition - Nishevita Jayendran & Arusha Ramanathan, Tata Institute of Social Sciences Critical teaching as mutual learning through collective social design: a two-week workshop for first-year students - Niklas A. Chimirri, Roskilde University, Denmark & Katia Dupret, Roskilde University, Denmark Book Publishing as Collaborative Learning Practice - Anne Mette W. Nielsen, Aalborg University, Denmark & Rikke Platz Cortsen, University of Copenhagen, Denmark
11.45	Coffee break
	KEYNOTE: Marginality to mainstream through entrepreneurship: fostering state-university-people nexus Prashant Narnaware, Indian Administrative Services (IAS), and Abdul Shaban, Tata Institute of Social Sciences
13.00	Lunch

14.00

INSPIRE AND GET INSPIRED: Parallel sessions

Education between University and Community

Creating new critical communities: an example of academy-community exchange in eastern Sri Lanka - Kiran Grewal, Australian Catholic University, Australia, & Jeyasankar Sivagnanam, Eastern University of Sri Lanka, Sri Lanka

People Centred Social Innovation for Social Transformation - Lars Hulgård, Roskilde University, Denmark and P.K. Shajahan, Tata Institute of Social Sciences, India

Education Across Borders

What's in a name? From 'International' to 'Global' Humanities at Roskilde University - Stephen Carney, Roskilde University, Denmark

"Can the voiceless move?": Students' subjectivity processes and struggle for knowledge and emancipation in Denmark and Burkina Faso - Heidi Bojsen, Roskilde University, Denmark

Academic Challenges and Adjustments of International Students in an Higher Education University in India a Developing Country - Jayashree Balasubramanian, Tata Institute of Social Sciences, India

Alternative Management Education

A Critical Method for Teaching Management Sciences and Business Studies: Business, Stakeholder Management and Corporate Social Responsibility (CSR) - Jacob Dahl Rendtorff, Roskilde University, Denmark

Co-creation: A disruptive approach to designing executive education - David Antony, Tata Institute of Social Sciences, India

Global Online Certificate Programme in Disaster management : An Innovative Course for Disaster Management Professionals - Parama Bhattacharyya, Tata Institute of Social Sciences, India

Productive Learning and Student, Research

Becoming an undergraduate researcher in psychology - William Jiménez-Leal, Universidad de los Andes, Colombia

The lab, the workshop and the guru -the maker movement as student-centered learning - Nicolas Padfield, Roskilde University, Denmark & Mads Hoby, Roskilde University, Denmark & Michael Haldrup, Roskilde University, Denmark

Performing curricular disruption: The introduction of a performing arts course into a university's curriculum - Jason Heffner, Al Akhawayn University, Morocco

15.30

END OF PROGRAMME: Leisure time

17.00

Optional citywalk in Nørrebro, Copenhagen: PARTNERSHIPS BETWEEN UNIVERSITIES AND “THE REAL WORLD”

Many students at Roskilde University move to Copenhagen every year without having any familiarity with the city. This has motivated one of the present RUC students, Daniel Frank Christensen, who is also well versed in some of the subcultures in the capital of Denmark, to author an alternative guide to Copenhagen in co-operation with a lecturer from RUC. The guide contains a selection of recommended places for both newcomers and others who might have ‘alternative’ preferences for places to hang out and get involved in Copenhagen.

This tour will be based on selected places from this guide as well as it will show different partnerships between universities and “the real world”. We will visit one of Copenhagen’s most colourful areas, Nørrebro, an area that make up one of the edgy and multicultural melting pots of Copenhagen. The urban pulse throbs loudly and diversity is omnipresent. Here you also find creative initiatives and flourishing projects, developed and facilitated by students and scholars from Roskilde University.

19.00

Reception at ‘The World Culture Centre’, Copenhagen

The World Culture Centre is a cultural center in Copenhagen with focus on intercultural. The World Culture Centre provides a creative platform for various inter-cultural and social activities. In close collaboration with the ethnic cultural life of Copenhagen, the center hosts and organize cultural events such as multi-cultural festivals, lectures, art-exhibitions, concerts, debates, screenings and conferences.

21.00

St John’s Eve (Sankt Hans Aften)

A big festive and celebration of the midsummer or summer solstice, where local bonfires are set up everywhere for people to gather and enjoy the longest day of the year. Traditionally it is a heathen festival, later absorbed by christianity centering around the birth of Saint John, who was born six months before Jesus. We will find a place at Nørrebro to watch the big bonfire together.

22.00

Optional: ‘Hygge’ and hang out in Copenhagen

Friday 24 June

09.00 Meet up with your host at The Central Station Copenhagen/Roskilde Station

10.00 INTRODUCTION OF TODAY'S PROGRAM

10.15 **INSPIRE AND GET INSPIRED:**
Parallel sessions

Education and Research as Laboratories of Engagement

Cultivating Civic Intelligence in a Lab-Based Educational Setting - Douglas Schuler, The Evergreen State College, USA

Advancing Critical Learning and Public Good in progressive education - Christian Franklin Svensson, Roskilde University, Denmark

GAP Labs: A co-created space for Research Action Praxis in addressing poverty - Lijo Chacko, Global Action on Poverty, India, and Luc de Witte, Zuyd University of Applied Sciences and Maastricht University, Holland

Accounting for Students' Experiences

Cluster project supervision: a critical assessment - Eva Bendix Petersen, Roskilde University, Denmark

Transforming higher education in India: a case for blended learning - Aasma Pratap Singh, Tata Institute of Social Sciences, India & Rahul Bhardwaj, Tata Institute of Social Sciences, India

Educational Transformation, in 750 Words or Fewer: Evergreen's Academic Statement Initiative - Andrew Reece, The Evergreen State College, USA

Other Histories of Education

Gandhi's philosophy of education: Its application to higher education in globalized India - Ujjwala Deshpande, Tata Institute of Social Sciences, India

Dealing with the unknown in early scientific engineering education - Laila Zwisler, Technical University, Denmark

11.45 Coffee break

12.00 **Keynote:** 'Students: Help Us Rethink Progressive Education!'

Students will present their agenda the future of critical and alternative higher education.

13.00 Lunch

14.00 **CONFERENCE OUTCOME:** What am I bringing back home + short plenary sessions

15.00 **GOODBYE RECEPTION AT RUC**

Abstracts for innovative and critical approaches to higher education in the 21st century.

Conference 22-24 June 2016

Panel 1:

SYMPOSIUM: POSSIBILITIES AND LIMITS OF DIGITAL TECHNOLOGIES IN PROBLEM- ORIENTED LEARNING AND TEACHING

Participants:

Jørgen Lerche Nielsen, Roskilde University

Douglas Schuler, Evergreen State College

Peter Busch, Roskilde University

Ernst Schraube, Roskilde University

Convenor:

Ernst Schraube, Roskilde University

Digital technologies seem to have the potential to radically transform educational institutions including the practice of problem-oriented learning and teaching. A range of fundamental activities of problem-oriented learning, such as reading, writing, and discussing, are being integrated into digitalization processes. Moreover, in terms of the learning situation itself (project-work, supervision, courses, lectures, etc.), a variety of transformations from face-to-face to virtual learning worlds have been established supplementing or replacing traditional learning arrangements via digital platforms and practices. This movement toward a digital re-organization of educational practice is fundamentally

changing both the process and content of learning as well as teaching. The digitalization of educational practice has fueled the hope of, for example, broader learner participation, much easier and democratic access to knowledge, the increase of collaborative learning and more symmetrical learner–teacher relations. However, it seems it also involves a backlash to instrumental transfer models of teaching and learning, a new quality of commodification, an inscription of defensive learning as well as the dangers of fragmentation and distraction. The symposium gathers scholars involved in the critical study of the significance of digital technologies in educational practices and processes of generating knowledge. It is engaged (1) in refining the concepts of learning and teaching in the face of digitalization, and (2) in the empirical exploration of the possibilities and limits of digital technologies for learning and teaching.

EDUCATIONAL DESIGNS SUPPORTING STUDENT ENGAGEMENT THROUGH NETWORK PROJECT STUDIES

Jørgen Lerche Nielsen, Roskilde University

Internationally, new pedagogical approaches emphasizing collaboration or learning in networks have been developed following the introduction of new technologies, especially the spread of social media. It is interesting to see such pe-

dagogical developments in relation to similar approaches, developed from the traditions of organizing university studies through student-driven project work and problem-driven learning approaches, which have been developed at the Danish universities of Roskilde and Aalborg as early as from the beginning of the 1970s. Specific educational designs integrating digital media are discussed, especially focusing on student engagement and the implications of organizing the pedagogical practice as networked project work. The discussions are based on the author's experiences during 16 years of teaching and supervising at the Danish Master's Program of ICT and Learning (MIL), where students conduct blended learning study in groups within a networked learning structure. In problem-oriented learning and teaching, teachers act as well as teachers and as supervisors of students' projects. This challenges the traditional teacher role, and it is crucial for a teacher to establish a balance of being as well an expert, a facilitator, and a mediator. The development of students' information literacy is seen as central and information literacy does not only cover the technical skills of how to search and find information, but also the more general ability to reflect on your knowledge and recognize what you need to know. The students within this environment engage themselves in innovative ways of applying new technologies, and they are challenged to act as both independent and interconnected learners.

CIVIC INTELLIGENCE AT THE INTERSECTION OF GLOBALISM AND LOCALISM

Douglas Schuler, Evergreen State College

New advances in social computing offer unprecedented opportunities for education that fosters civic intelligence, that is inclusive, collaborative, and works towards social and environmental amelioration. At the same time the challenges are also unprecedented; they offer invasion of privacy, extreme commodification and commercialization; and ever more consolidation of money and power. Worse, to my mind, is the increasing colonization of the public interest and social imagination. It seems to me that the forces behind the darker side are better organized, have better access to the media and to agenda-setting, have a simpler, and thus, easier argument to swallow, and are able to mobilize much quicker. In addition to contributing to the conversation above, I offer the Civic Intelligence Research and Action Laboratory as an educational setting from which to view these forces. CIRAL exists within and, to a tiny degree, challenges the dominant forces through the students it supports, the perspective it builds upon, and the model it proposes. Based on the critique supplied above and the experiences from the lab, the paper will suggest a variety of proposals for dealing with urgency of our situation and provide advice for future project based lab work building on a shared exploration of civic intelligence.

GRAPPLING WITH THE POTENTIAL OF DIGITAL TECHNOLOGIES FOR PROBLEMBASED LEARNING

Peter Busch-Jensen, Roskilde University

The paper discuss some experiences generated during the course of planning and running a 'semi-online' course on epistemology of social science at Roskilde University. The presentation draws on findings based on both teachers and students evaluations and comments, during and after the course. The data illuminate some of the possibilities and potentials - of e.g. using online course-platforms and videos - for supporting and improving the learning processes of students. At the same time, the data demonstrate how these potentials must be found elsewhere than where many politicians and administrators of education imagine to find them. Many promises of new technologies are unrealistic, even misunderstood. Even so new technologies are full of promising aspects, that should not be discarded but explored. In the presentation I will try to conceptualize these potentials by talking about P5BL (Problem, Practice, People, Process, Product-Based Learning).

THE DIALECTICS OF DISTRACTION: DIGITAL TECHNOLOGIES AND THE PRACTICE OF PROBLEM-ORIENTED LEARNING

Ernst Schraube, Roskilde University

The paper explores critically the significance of digital technologies in problem oriented learning and project work. Building on the theory of technological politics as well as situated and practice-based theory of learning, it investigates digital learning spaces and the activity of learning from the standpoint of the learners as an integrated part of their conduct of everyday life. Starting point of the paper are typical dilemmas and conflictualities of students articulated in interviews about their experiences and engagements with digital devices in their processes of learning. A major recurrent theme here is what could be called dialectics of distraction. On the one hand, the cross-contextuality and multiple engagements of the practice of everyday living and learning is catalyzed by digital devices enabling new ways of social involvement, counterpoints, and access to the world on various channels. On the other hand, the students articulate serious problems with digital diffusion and fragmentation, and the need for presence, immediate dialogue, immersion and not least tranquility in their learning activities including the need and challenge of islanding and not to be always “on”. Building on a close examination of what we actually do when we “learn”, the paper analyzes the dialectics of distra-

ction to substantiate an understanding where and where not digital technologies can expand problem-oriented learning.

Panel 2:

RACE AND CASTE IN HIGHER EDUCATION

CRITICAL EVOLUTION OF INNOVATIVE HIGHER EDUCATION ENVIRONMENTS IN THE UNITED STATES

Jack Herring, Fairhaven College, Western Washington University

Higher education in the United States responded to the social turmoil of the 1960s by launching a wave of progressive, innovative learning environments, many adopting practices such as interdisciplinary teaching, experiential learning, narrative evaluation of student work and studentdesigned degrees. Far from being radical, however, these ideas were founded on the philosophies of established progressive educators such as John Dewey, and represented a pragmatic approach to providing a more authentic, individualized education to the traditional U.S. college student. In contrast, radical politics of the 1960s and 70s was seeking a fundamental reorganization of societal structures and power relationships, exemplified by Critical Social Theory, which

had developed from post-Marxist Frankfurt School philosophers such as Herbert Marcuse. As the radical students of the 1960s became the professors of the 1980s, Critical Social Theory and its variants such as Critical Race Theory ascended in importance across much of higher education in the U.S. For some progressive colleges, this has created an ongoing identity crisis as they reconcile their history as individualistic schools serving largely white, upper-middle-class students with the moral imperative to address injustices suffered by people of marginalized identities and the social imperative to serve a rapidly diversifying national population. From the closure of Antioch College in 2007 to disputes over issues such as “cultural appropriation”, progressive colleges in the U.S. are still working to reconcile these identity gaps.

CRITICAL RACE THEORY, CASTE, TRIBE, AND MARGINALITY: A STUDY OF STUDENTS CASTE AND TRIBES EXPERIENCES IN HIGHER EDUCATION

Dhaneswar Bhoi, and Neelima Rashmi Lakra,
Tata Institute of Social Science

Most projections in college and university education explain there is increasing rate of Scheduled Castes and Scheduled Tribes (Higher Education Survey 2015). However, these trends of the project are also giving the data that they com-

paratively stark differentiated by their number as the enrolment of open and other categories. In fact the differentiation is more than 15- 20 per cent. Even though, some of them from marginal communities come up to attend higher education. The rate of retention is combatively lower than the other social categories. The policies and practices of higher education give them different experiences which are framed here in this paper. In this article we have framed critical race theory and the theory of marginality and experience to analysed the experiences of students at higher education level. The construction of marginality helped us to build our arguments on the experiences of the students and condition with the history of the theory and marginality in the data of present context. The transformation of structural and cultural advantages and educational achievements (Espin 1993), and Guru (2013) lived experiences theory is analyzed the experiences of marginalized through historical disadvantages analysis.

Key Words: Critical Race Theory, Marginality and Students Experiences.

LOWER THE CASTE POPULATION LOWER THE STANDARD OF HIGHER EDUCATIONAL INSTITUTIONS

Hemangi Kadlak, Tata Institute Social Sciences

As per the caste system, Scheduled Castes (SCs) were allocated the most humiliating work of scavenging centuries back and since then their descendants are also involved in this work. The plight of scavengers is that they are denied of basic human rights. Even in the 21st century, India, their position in the society has changed little. Their low socio-cultural, economic, political and educational status compels every successive generation to carry this work forward. Moreover, due to their nature of work and corresponding caste status, they are considered lowest even among the other SCs in a scheme of graded inequality under the caste system. Due to the anti-caste social movement under the leadership of leaders from the time of Mahatma Jyotiba Phule to Dr. Babasaheb Ambedkar we see some changes in the caste system and condition of scavengers after late 19th century. The greater part of this change can be attributed to social movement's emphasis on compulsory and free education of all victims of the caste system. Education opened up the minds of these oppressed to new possibilities of liberation from caste and newer employment opportunities different than their traditional caste-based work. In addition, transformation through higher education is very less among some of the SCs communities, especially among the scavengers, which could have alternatively provided them the avenues for liberation from their current humiliation. In this context, the lack of "social and cultural capital" coupled with apathy from the government can be seen as a big obstacle to the liberation of scavengers. This study based on the ongoing Ph.D. research work of the author, analyses the aspirations,

opportunities and challenges in higher education of children of scavengers. The data has been collected through in-depth interviews with the children of scavenging parents who are pursuing higher education and residing at Kalyan city, Mumbai, Maharashtra. Using the narratives of the scavenging community, this paper maps the journey of the struggle of a youth and their families as they try to get out of the humiliating world of scavenging through higher education.

Key words: Scavenging, Caste, Children, Social Movement, Higher Education, Liberation

Panel 3:

RETHINKING PROGRESSIVE EDUCATION IN A NEOLIBERAL WORLD

SELF-DIRECTED LEARNING AT A CRITICAL JUNCTURE

Virginie Servant, Erasmus University College

The notion of 'self-directed learning' prominently came to the fore in the 1970s through education methods such as problem-based learning and some forms of project work, intended as a critique of passive knowledge-transfer, but

has now been instrumentalised in education policy-making. Policy-makers, supported by educators and some scholars of education, use the argument that 'self-direction' will foster 'lifelong learners' capable of taking on responsibility for their own further education, thereby implicitly relieving employers of the charge of investing in their employees' development. This paper argues that such an interpretation of self-directed learning derives from a wholly individualistic interpretation of learning born from existentialist assumptions underlying the 'self' in 'self-directed'. These assumptions were brought to the fore of education theory by the American psychologist Carl Rogers but now lie hidden beneath tacit assumptions about learners in a neo-liberal educational framework. This paper will open up these assumptions to scrutiny and propose a critique based on Paulo Freire's Dialogical Theory of Action and Vygotsky's Cultural History paradigm with the aim of restoring the social and critical dimensions of self-directed learning.

TOWARDS A CRITICAL PEDAGOGY OF GLOBAL TRANSFORMATIONS – REFORMING GLOBAL STUDIES AT ROSKILDE UNIVERSITY

Global Studies teaching group,
corresponding author Laura Horn, Roskilde University

How can interdisciplinary, critical teaching of global processes in the context of a student-centred learning pedagogy be

structured under conditions of higher education funding cuts?

In this contribution, we explore the challenges, promises and synergies we have encountered in reforming the Global Studies master programme at Roskilde University. As a group of teachers in various courses of the Global Studies programme, we discuss our experiences with the development of an interdisciplinary curriculum, the project-centred pedagogy that constitutes a large part of the programme, as well as research-based teaching and supervision in Global Studies.

Particular focus is on the (re)design of the Foundation Course to Global Studies, which reflects ongoing discussions about what constitutes 'Global Studies' in the first place. In the Roskilde context, reconciling the broad and interdisciplinary focus with a student-centred teaching and supervision process has come with significant challenges, but at the same time also offered opportunities to develop a programme that is unique in its focus on global transformations.

To put these developments in a broader perspective - which also takes into account general challenges that 'emancipatory' pedagogical approaches are often confronted with in an increasingly neoliberalised Higher Education context - we also reflect upon the RUC project model from a critical insider position. Most of us have come to project based teaching from other pedagogical models, which allows us to discuss the RUC model against the background of ongoing cuts and challenges in Higher Education in Denmark, Europe and beyond.

ONTOLOGIES OF TRANSFORMATION: THREE ARTICULATIONS OF CREATIVE PRACTICE

Joel Lazarus, Erzsébet Strausz, University of Warwick, and Conor Heaney, University of Kent

How, or what, can we be within neoliberal government? Can creative practice help bring us to an ontological, imaginative, and political space that might enable us to be 'beyond' capitalism? In response to these questions, Lazarus, Strausz, and Heaney discuss their experimental and artistic labour; we will address questions of subjectivity, resistance, and social transformation in a manner that collapses distinctions between theory and practice, research and learning, ontology and ethics, academic study and everyday life. These are, we argue, practices of 'progressive higher education':

- Lazarus combines lessons from his pedagogical practice in both higher and community education spaces with theories of aesthetic representation of capital to explore possible ways of collectively seeing and democratically re-envisioning our economy and society.
- Strausz explores different strategies to subvert habitual knowledge practices in the university (such as 'writing') and their potential in giving rise to new forms of subjectivity that defy the violent categorisations of neoliberal government.

- Heaney engages with the entanglement of ontology, ethics, and politics through collaborative pedagogical experimentation ('experiments in commonisation') which refigure the classroom as a space of encounters and on-to-political transformation.

Through exploring our three approaches, we hope to offer an affirmative and hopeful vision of how creative pedagogical and artistic practices are a crucial, and practicable, political task in higher education today. These help us not only rethink the ontological, imaginative, and political possibilities of collective seeing, of subversive practice, and of pedagogical experimentation, but also how we might affectively renegotiate our relationship with neoliberal government.

Wednesday June 22nd 3:15pm-4:15pm

KEYNOTE:
PROGRESSIVE EDUCATION:
What, Why, How?

L.H.M. Ling, The New School

What is “progressive education”? Why do we need it? And how do we teach it? Progressive education in the West, especially that represented by The New School in the early 20th-century, involved critical thinking inspired by liberal European and American social thought. Progressive education in Asia, however, meant taking on the social, cultural, linguistic, and epistemic infrastructures of the West and hybridizing them with local traditions, if not supplanting them altogether. For progressive education in the 21st century, I propose a deeper engagement between the two based on ontological parity. Our globalized “world of multiple worlds” requires not only appreciation of the multiple logics at play in our daily contexts, but also an integration of them so we do not live in a perpetual state of colonial schizophrenia. This talk will outline some pedagogies toward this end.

Panel 1:

BUILDING A PROGRESSIVE COLLEGE IN CHINA FROM THE GROUND UP: WHAT WE’VE LEARNED SO FAR

By Cain Ding, Thea Pan, Simly Shi,
 Chen Weiming, and David Stafford, Xing Wei College

Xing Wei College (XWC), located in Shanghai, has been in operation since 2012. With a motto of “Freedom, Passion, Conscience” and a commitment to exploring innovative educational ideas and putting them into practice, XWC received accreditation by the Ministry of Education in the People’s Republic of China in 2014. In this panel discussion, the authors will highlight some of the main lessons we’ve learned so far, including: (a) the sometimes surprising conservatism of academics and academia, (b) the critical role of action in learning, (c) challenges and opportunities in being really different in China, and (d) the importance of taking greater responsibility for our own educational paths. We invite anyone interested in how XWC was conceived, how it has evolved, and the lessons we’ve learned to attend. We hope that by actively engaging with others who are advancing educational practices in their own ways, we’ll all gain some new ideas and have our enthusiasms provoked as well. We hope that an outcome of this panel discussion will be to stimulate collaboration between XWC and other individuals and institutions committed to progressive education.

Panel 2:

NEW EDUCATIONAL APPROACHES TO SOCIAL AND ECONOMIC PROBLEMS

WHAT IS MONEY? EMPIRICAL PRESENTATION AND PEDAGOGICAL REFLECTIONS FROM THE R.O.S.I. WEBSITE PROJECTS

Joel Lazarus, University of Warwick

In this Spring Term of 2016, I am currently running a project funded by the Institute for Advanced Teaching and Learning, Warwick University entitled the 'R.O.S.I.' Website Project' (Reviving Our Sociological Imagination). I have brought together a dozen undergraduate students from across the humanities and social sciences to explore the question 'what is money?' The primary goal of the project is to build a website designed to empower people to cultivate their 'sociological imagination' (C Wright Mills). The process is radically participatory and experimental.

As I write, the project is only just over the half-way stage, but is going tremendously well. I would like to present my case study findings and pedagogical reflections from the Project, sharing also the final website with you.

The initial website I built to attract students to the Project is here (<http://capitalcity.github.io/rosi.html>). As you will see, the R.O.S.I. Project is situated within my wider Capital City Project. I would be glad to speak about this Project also.

ADDRESSING THE CRISIS IN ECONOMICS THROUGH INTERDISCIPLINARY LEARNING COMMUNITIES

Peter Dorman, The Evergreen State College

Especially since 2008, there have been calls for overhaul of economics instruction in higher education, but little reform has materialized. In this paper I demonstrate how embedding economics in an interdisciplinary, learning community context can open up new possibilities for rethinking the content of this field and the way it is presented to students. I describe a variety of Evergreen programs combining introductory economics with subject areas like history, statistics international relations and media studies to show how meaningful reform is possible. These initiatives have three key characteristics: they are interdisciplinary, problem (rather than doctrine) centered, and they employ learning communities with sufficient time allotment to permit actual embedding rather than just enrichment. Each is sketched briefly, and I identify the specific ways they respond to widely voiced criticisms of conventional economics and its peda-

gogy. The larger implication of this paper is that interdisciplinarity need not be a circumvention of disciplinary reform but a means to achieve it.

PROTECTING CHILDREN'S RIGHTS: ONLINE EDUCATION TRANSFORMING PRACTITIONERS INTO PROFESSIONAL SOCIAL WORKERS

Lina Kashyap and Josephine Anthony, Tata Institute of Social Sciences

Children face increased vulnerability, today. They are exploited for cheap labour, sexually abused, trafficked for monetary and other gains, forced into armed conflicts and experience various forms of violations to their fundamental rights to survival, development, participation and protection. This is a major concern, globally and demands professional engagement to protect the rights of children. In this context, the Tata Institute of Social Sciences (TISS), India has conceived professional training in Social Work in Child Rights as absolutely indispensable to reach out to children in need of care and protection. Social Work Education is a people-centric, practice-centric programme, in which knowledge, skills and attitude are built in an integral manner by imparting theoretical input, working with people and equipping oneself with reflexive praxis. The classroom teaching and field practice go hand-in-hand for the programme. However, higher education at the post-gra-

uate level is an expensive affair to the vast majority. It is seen that many practitioners who work passionately with children, do not possess professional training and child rights approach. TISS conceived the Child Rights Programme innovatively by synthesizing practitioners, social work education and online medium. The pervasiveness of digital media, its potential to have face to face interaction in real time while facility to learn at one's own pace, facility to have creative teaching-learning materials along with online media itself being a resource of knowledge facilitated this process. This paper will discuss the experience of running the Online M.A. Social Work in Child Rights for the past three years.

Panel 3:

COLLABORATIVE AND STUDENT-CENTRED LEARNING

THE VALUE OF STORIES IN ENGLISH LANGUAGE LEARNING

Nishevita Jayendran and Anusha Ramanathan Tata Institute of Social Sciences

This paper argues for the potential that stories hold for English Language Learning. Drawing on the Computer Assisted

Language Learning (CALL) design for ELT, it is proposed that the structural attributes of stories such as plot, character and perspective that characterize their narrative representational nature make them an appropriate pedagogical tool to facilitate language learning. To this end, the paper analyses the Open Story, a student-led, task-based tool developed by the Connected Learning Initiative (a collaboration between TISS, Mumbai, MIT, Boston, USA and Tata Trusts, India) that integrates in its structure written, visual and aural representation to support language learning in higher secondary students by allowing them to engage in creative activities such as story-making. By blending Reading, Writing, Listening and Speaking modules into its rubric, the Open Story draws on constructionist learning theories through a task-based approach that shifts students from being receivers to producers of knowledge. Basing its argument on the analysis of select stories created through this tool by senior secondary students of Mizoram, India, this paper affirms the power of Open Story in facilitating language acquisition and production. Subsequently, this paper considers the transformation mobilized by a CALL platform within the representationalist attribute of story, and its influence on language learning.

Keywords: Story, CALL, Open Story, Constructionist learning, TBLL.

CRITICAL TEACHING AS MUTUAL LEARNING THROUGH COLLECTIVE SOCIAL DESIGN: A TWO-WEEK WORKSHOP FOR FIRST-YEAR STUDENTS

Niklas A. Chimirri and Katia Dupret, Roskilde University

How to sustainably implement Higher Education's aim to teach for critical and societally relevant thinking and acting into its teaching formats? As part of a two-week intense workshop process developed at Roskilde University's HumTek Bachelor Study Program for first-year students, the authors have been repeatedly offering a workshop series entitled "Designing for All". Each of the semester workshops features a different stakeholder organization as collaboration partner, ranging from a variety of NGOs to municipalities. While the theoretical focus is always put on how social design can attain sustainable impact by including an increasing diversity of stakeholder perspectives, the concrete problem and thereby the collective design framework changes according to what the collaborators and students deem relevant. Furthermore, both problem and design framework remain open to further renegotiations, given that the students are to test and challenge their initial design ideas with other stakeholders. This process-oriented collective teaching-designing framework, we argue, sustainably anchors critical thinking and acting in a hands-on educational setting. Teaching is – like social design – not understood as

a unidirectional way of communicating solutions to complex societal problems. Instead, it is clarified and continuously discussed that purposeful teaching in the field of social design builds on and fosters mutual learning processes on problems and preliminary solutions. We thus suggest that teaching as well as design can only be rendered sustainable by critically reflecting on its epistemic possibilities and limitations across diverse stakeholder perspectives.

BOOK PUBLISHING AS COLLABORATIVE LEARNING PRACTICE

Anne Mette W. Nielsen, Aalborg University and
Rikke Platz Cortsen, University of Copenhagen

In an effort to examine how collaborative learning can be supported by a combination of digital and analog practices, we designed a full day book camp as the final part of an MA-level theory course we taught in Spring 2014 at the University of Copenhagen. At the book camp we used Sourcefabric's online publishing platform Booktype as vehicle for the creation of a student-produced e-book including written and visual work made by the students during the course. This paper presents the book camp as a student centered learning case for studying processes of collaboration and the use of verbal/visual makings as key elements in the production and qualification of knowledge in the classroom. Departing from

media scholar Katherine Hayles we discuss new multimodal and collaborative ways of researching and teaching that are particularly clear in the use of digital media. In her influential work on the groundbreaking changes in higher education, *How We Think* (2012), Hayles unfolds the implications on humanistic inquiry, demonstrating how digital media and technology make a difference in the way we conceptualize projects, implement research programs, design curricula and educate students. However, an important point in our paper is how we can understand this paradigm shift as a change that affects the relationship between teaching and research beyond the use of digital platforms, and our emphasis in the paper will be on the concrete example where we witnessed this change play out.

References:

Hayles, Katherine N. (2012): *How We Think*. US: University of Chicago Press.

Thursday June 23th 12:00am-1:00pm

KEYNOTE:
MARGINALITY TO MAINSTREAM THROUGH
ENTREPRENEURSHIP: FOSTERING STATE-
UNIVERSITY-PEOPLE NEXUS

Prashant Narnaware, Indian Administrative Service and
 Abdul Shaban, Tata Institute of Social Sciences

The collaborative efforts among district administration (Government), educational institutions and civil society groups for supports of innovations and entrepreneurship can play extremely important role in livelihood security and empowerment of marginalised sections. District administration of Osmanabad District, Maharashtra State, India, has been able to realise the same by working together with Tata Institute of Social Sciences (TISS), Tuljapur Campus, and encouraging farmers' producers company to take up the advantages which global and local markets currently offer. Osmanabad District is economically and educationally one of the most underdeveloped district of India. It is located in a semi-arid and drought prone area with population of about 1.7 million. It has about 324,000 farmers, 70% of whom have land holding less than 4 hectare of mostly non-irrigated land. The district is also known for farmers' suicide due to economic distress and livelihood insecurity. The joint engagements of Government (district administration), TISS (University) and civil society groups is able to turn around the narrative

of development in the district from despair to hope and marginality to mainstream. With the effort and engagements, total about 14,600 farmers producers' group and 49 Farmers' producers' companies have been launched in the district, innovations in production and use of technology have been encouraged, collectivization of small holding by farmers themselves have been recognized to take advantage of scale with a new approach of individual to collective risk management. This has resulted in rapid rise of per capita income of the district in the last few years, e.g. the per capita income of the district increased from INR 53,702 in 2012-13 to INR 70,663, a growth of about 32% (Government of Maharashtra 2014-15). The efforts are leading to the rapid changes and redirection of economy from subsistence and government dependence to self-reliant and entrepreneurialism. This paper, with rich data from across the district and with focus of three in-depth cases, outlines this transformation of a marginalised and underdeveloped district of India.

Thursday June 23th 2:00pm-3:30pm

Panel 1:

EDUCATION BETWEEN UNIVERSITY AND COMMUNITY

CREATING NEW CRITICAL COMMUNITIES: AN EXAMPLE OF ACADEMY-COMMUNITY EXCHANGE IN EASTERN SRI LANKA

Kiran Grewal, Australian Catholic University and
Jeyasankar Sivagnanam, Eastern Univeristy of Sri Lanka

In this paper we describe some recent initiatives we have been developing to improve community engagement and access to education through the university in eastern Sri Lanka. Sri Lanka has a long tradition of public education, making it one of the most literate societies in South Asia. However education continues to be highly stratified with rural, indigenous, low class/caste and urban poor often made to feel uncomfortable in academic spaces. There is also a problem with the dominant style of education, which rather than promoting egalitarian exchange reinforces a divide between those deemed to 'know' and those (always) in need of instruction. Knowledge transfer is assumed to be a one-way process with little possibility for debate and critical thinking often actively discouraged. Over many years

of community engagement and most recently in his role as director of the Vipulananda Institute, Dr Sivagnanam has been challenging these approaches to education. Through experimenting with different uses of space and different formats for engagement between marginalized and academic or professional communities, the aim has been to create new possibilities for respectful, democratic, critical dialogue. This is particularly important in a context like eastern Sri Lanka where communities are coming to terms with years of mass violence, natural disaster, poverty, State neglect or oppression and the challenges of ethnic and religious diversity.

PEOPLE CENTRED SOCIAL INNOVATION FOR SOCIAL TRANSFORMATION

P.K. Shajahan, Tata Institute of Social Sciences, India, and
Lars Hulgård, Roskilde University, Denmark

People-centred development has been a core concept in TISS' university model since its foundational period. This refers both to the model of learning and knowledge building that integrates research, education and field interventions and to the way TISS tries to position itself as a change agent. By this, it aspires to go beyond its conventional university mandate, to promote sustainable, equitable and participatory development, social welfare and social justice.

Drawing from this people-centredness in its approach, TISS has adopted the PCD vocabulary from the UN Development Programme, where it is defined as “development of the people, by the people and for the people” (David Cox, 1998: 518). Since the emphasis of PCD is on freeing and empowering of people, Cox further argues that “it is an approach which emphasises process over outcome” (Cox, 1998: 519).

However, we understand that the demand for emphasising ‘process over outcome’ is to bring forth the need to address the issues of power and inequality in conventional models of economic development and globalisation. Thus, our approach to people-centred social innovation is inspired by contemporary social innovation research (Jessop, Moulaert, Hulgaard & Hamdouch: 2013). While discussing the PCD approach to social innovation, this insistence marks out an alternative mode of co-construction of knowledge between academia and the communities in play. Before showing how the PCD model was applied to a major social innovation (The M East Ward Project) we shall briefly discuss PCD in relation to social work practice and social innovation.

The call for cognitive justice and the recognition of epistemic diversity is an important source of inspiration for the elaboration of people-centred approach to development. The only acceptable solution for people-centred development is to bring together “and staging dialogues and alliances between diverse forms of knowledge, cultures, and cosmologies

in response to different forms of oppression that enact the coloniality of knowledge and power (Santos, 2008: xiv).

Accordingly, in this paper we will first give an introduction to the meaning of people-centred social innovation, second, briefly present a number of people-centred interventions performed by TISS with an emphasis of the so-called M Ward Project initiated in relation to the 75th anniversary, and thirdly we will discuss these interventions in relation to people-centred social innovation.

Panel 2:

EDUCATION ACROSS BORDERS

WHAT'S IN A NAME? FROM 'INTERNATIONAL' TO 'GLOBAL' HUMANITIES AT ROSKILDE UNIVERSITY

Stephen Carney, Roskilde University

The International Basic Studies Program in the Humanities (HIB) is a long-running variant of the mainstream Danish-language equivalent. However, changing student profiles and interests have created a moment in which to reimagine the program. The ‘Global Humanities’ initiative, to commence in

autumn 2016, aims to confirm and extend Roskilde University's long commitment to socially-relevant and critical education, but to adjust that to our new common context.

An 'international' approach to the humanities often manifests as an interest in culture and identity in relation to local, regional or national (i.e., bounded) contexts where attempts are made to explore different and distinct traditions of knowledge creation and social life, but where certain dominant traditions are given privileged status. A focus on the 'global' aims to center issues of interconnectivity, interdependence and epistemological diversity. Here, Roskilde students are encouraged not only to consider the ways in which a European/ rational / scientific 'world' view can lead to personal understanding and societal freedoms but how the production of dominant ideologies contributes to global inequality, social exclusion and environmental degradation.

The paper will consider the challenges for education of this kind when alternative epistemologies and worldviews are marginalized by the hegemony of 'northern' theory. How can Roskilde University contribute to the creation of global citizenship and respect for diversities of all types from such narrow points of departure? One strategy lies in problem-based project work where the underlying causes of social, cultural and political marginality are viewed as co-constructed.

"CAN THE VOICELESS MOVE?" STUDENTS' SUBJECTIVITY PROCESSES AND STRUGGLE FOR KNOWLEDGE AND EMANCIPATION IN DENMARK AND BURKINA FASO

Heidi Bojsen, Roskilde University

This paper sets out to discuss differences and communalities between the learning and subjectivity processes experienced by students in two very different settings: students in higher educational institutions in Europe with a focal point on students at Roskilde University and Denmark generally and - via the references to French sociologists and philosophers - in France on the one hand and on the other, students in universities and high schools (lycées) in the capital of Burkina Faso, Ouagadougou.

Interacting with students in Ouagadougou and Roskilde in processes of critical thinking about intellectual endeavour and education yields some interesting questions on the heritage from Marxist thinking and how it has been adapted, employed, forgotten or translated both by students, teachers and the institutions in all their complexity that may be perceived as particular assemblings of the social with particular interpellating leverage.

Jacques Rancière has stated that "equality turns into the opposite the moment it aspires to a place in the social or state organization. Intellectual emancipation accordingly cannot

be institutionalized without becoming instruction of the people, in other words, a way of organizing the eternal minority” (1999:34). From a different but also pertinent philosophical perspective, Latour stresses the necessity to make smart and powerful alliances – with humans and nonhumans – in the struggle for producing (fabricating) powerful knowledge.

Drawing on examples from a Danish and Burkinabè context, the paper will discuss examples of how students and teachers currently respond to these questions, while arguing why this mise-en-Relation via a discussion of the movement of people, information and ideas, “voiceless” or not, between a Scandinavian and West African context is pertinent.

References (not exhaustive) to cause curiosity:

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ACADEMIC CHALLENGES AND ADJUSTMENTS OF INTERNATIONAL STUDENTS IN AN HIGHER EDUCATION UNIVERSITY IN INDIA A DEVELOPING COUNTRY

Jayashree Balasubramanian, Tata Instituta of Social Sciences

India is a vibrant multicultural democracy that has undergone dynamic economic, social & technological change in the past decade. Internationalization is how a higher education institution integrates an international dimension into every aspect of its enterprise. In practical terms this includes establishing and enhancing an international reputation in research in undergraduate and postgraduate curricula, developing innovative joint courses and research projects with a range of international partners and raising the institution’s profile internationally. There were some interesting contrasts and views of students in this study. International students came from wide range of backgrounds like overseas citizens of India, Non Resident Indians, Person of Indian origin, students from neighboring countries like U.S.A, Rwanda, Australia, Dubai, Nepal, Myanmar, Afghanistan, Bangladesh, Turkey and Greece as well. International academic mobility is no longer considered as brain drain, but as a powerful source of mutually sharing and learning opportunity in a global world. Little research exists on this subject in Mumbai, India and is often overlooked this study emerges the Academic challenges and adjustments of international students. While home

University students did find difficulties to adjust, the foreign students had similar and a different set of adjustment issues like time management, critical thinking, open to talk about issues, coping with group presentations, massive difference in the education system, competition with the domestic University students, demanding curriculum, closed and specific to Indian context, and language barriers during their academic learning journey for one and two years respectively.

Key words: Internationalization, Academic challenges, Adjustments, Higher education

Panel 3:

ALTERNATIVE MANAGEMENT EDUCATION

A CRITICAL METHOD FOR TEACHING MANAGEMENT SCIENCES AND BUSINESS STUDIES: BUSINESS, STAKEHOLDER MANAGEMENT AND CORPORATE SOCIAL RESPONSIBILITY (CSR)

Jacob Dahl Rendtorff, Roskilde University

This paper presents a critical theoretical and practical approach to teaching management sciences and business studies based business ethics, stakeholder management

and CSR within the framework of the thematic seminar on business ethics and corporate social responsibility at Roskilde University. Within our programs in English of business studies and Economics and Business Administration, we focus on business ethics and CSR. This research-oriented seminar provides a unique possibility for teaching CSR with an integration of critical, methodological, theoretical and practical dimensions of business ethics. The idea is that the thematic seminar represents a critical frame for business studies, based on extended studies of business ethics, stakeholder management and the social aspects of business and entrepreneurship. Each student shall present a paper based on a collection of articles on the topic of ethics and social dimension of business. The sessions begin with a short introduction to the topic by the professor, then student presentations after this student discussant remarks and finally general discussion. During the seminar, the student shall present both theory and case discussion so that we find a close interaction between theory and practice in the presentation. The paper will reflect on the importance of studies in business ethics and corporate social responsibility in order to provide students with critical professionalism and reflective understanding of business and management.

CO-CREATION: A DISRUPTIVE APPROACH TO DESIGNING EXECUTIVE EDUCATION

David Antony, Tata Institute of Social Sciences

The area of higher education is on the threshold of a great revolution in terms of innovative and disruptive means adopted by universities, stakeholders, and students themselves. This paper tries to add a perspective from the executive education aspect of higher education. The research base for this paper is the design thinking approach used to co-create a post graduate program for executives. There is little research in this area and with increasing demand for higher education and learning from working executives, researches of this kind will be of great significance for theory building and to design elements for effective practices in this area.

A closer look at the strategy employed for creating this programme reveals a student-centred design. From the co-creation of the course curriculum and collaborative pedagogy to the dynamic nature of the course content - lend this programme a unique fabric stitched with design thinking elements.

Data collection is being done through online surveys, one-on-one interviews with students and stakeholders - both within and outside the institute. This work being insider research, a triangulation method will be employed including data, investigator, and methodological triangulation. Initial

results indicate appreciation of several aspects including roleplays and simulation-based immersive learning experiences, which included video-recording and playback of these simulated settings. Real-world immersive experiences are provided through field work activities, where the students get exposure to live project environment to apply their learning. Providing an overarching support and guidance for learning and self-development of students is the assignment of coaches/mentors for each student. This has the potential to become a strategic game changer.

The researcher envisions practical implications of this research to both higher education and work place learning and attempts will be made to facilitate transferability of this work.

GLOBAL ONLINE CERTIFICATE PROGRAMME IN DISASTER MANAGEMENT: AN INNOVATIVE COURSE FOR DISASTER MANAGEMENT PROFESSIONALS

Parama Bhattacharyya, Tata Institute of Social Sciences

Globally, disasters are on the increase, impacting communities and nations with grave social and economic consequences and threatening the survival, dignity and livelihoods of the vulnerable sections of their populations. Tata Institute

of Social Sciences (TISS) in partnership with International Federation of Red Cross and Red Crescent Societies (IFRC), Geneva launched a global online certificate programme in disaster management in the year 2013 to cater to the rising need of certified professionals in the Disaster Management field. This online Certificate Course in Disaster Management is designed to address existing practice-knowledge gaps by equipping humanitarian professionals with the right blend of academic knowledge and practical expertise, to enable them to reduce vulnerabilities and risks from hazards, while building the resilience of nations and communities to disasters. In this programme, the study of disaster risk reduction, disaster response and post-disaster recovery is grounded in the values of justice, equity and social inclusion. This course addresses all stages of disaster management in a comprehensive and holistic manner. The course content and methodology are highly appreciated by past participants who have developed deeper understanding on issues of development and disasters. The uniqueness of this programme lies on its flexibility to incorporate work with study for working professional while providing opportunities to freshers with filed practicum experience. An opportunity to engage with current development and disaster discourse across globe through virtual platform is the most sought after outcome of this programme. The appreciation from the participants is a testimony of the success of this programme in developing critical understanding of disaster management and enhancing professional competencies.

Panel 4:

PRODUCTIVE LEARNING AND STUDENT RESEARCH

BECOMING AN UNDERGRADUATE RESEARCHER IN PSYCHOLOGY

William Jiménez-Leal, Universidad de los Andes

How to foster undergraduate education in psychology research? With larger lecture sizes and increasing pressure on faculty to publish, undergraduate education in research seems out of reach for most psychology programs. Still, the need for undergraduate education that introduces real research practices is pressing as ever. The Cognition Lab at the Universidad de los Andes has at its core the objective of engaging undergrads in research projects. In this talk, we will share the main practices that make the Lab a successful initiative of learning outside the classroom. Student participation falls into two modalities. In the first, students join a project proposed by one the Lab directors (faculty in the Psychology Department), and are directly coached by them and by postgraduate students. Students join as “apprentices” while aiming to gain enough expertise to propose their own projects. The second modality consists of leading a project and systematically sharing acquired

practices with less experienced students. The emphasis is not only on the research product but on the process, which includes a diversity of exercises, from recruiting participants and discussing and adjusting consent forms, to conducting statistical analyses well beyond what they learn in classes, to presenting at conferences. Undergraduate Lab students are able to interact with postgraduates and faculty members in a way that would not be possible for other students. Members of the Lab have successfully presented their work at national and international conferences and some have written up their work to be submitted for publication.

THE LAB, THE WORKSHOP, AND THE GURU – THE MAKER MOVEMENT AS STUDENT-CENTRED LEARNING

Nicolas Padfield, Mads Hoby, and
Michael Haldrup, Roskilde University

Fablab RUC is an experimental and creative learning and research facility. It is not merely a workshop, it is an experiment in how to run a workshop. What emerges when students are given access to the latest in digital fabrication technology? How do people react when given a space with few rules and almost endless possibilities?

Through the years a set of core pedagogical principles have materialized, challenging curriculum, test, efficiency driven teaching strategies.

The first and foremost principle is that the students do not have to justify their reason for using the lab. Every student can have 24/7 access to the lab and are free to use the machines. There is not a complex, formal, test based certification system, but rather apprenticeship and learning by doing. Most machines can be used after perusing guides on our online e-learning system.

Unlike most comparable workshops, there is no booking system. This is an active pedagogical choice - we want to foster a vibrant, thriving, creative, collaborative community environment here. Users must just show up and cooperatively share machine time with the other members of our community. This “ineffective” use of time means there is time to talk to other users, to learn by trial and error, to inspire each other, exchange ideas and experiences. It gives each student the freedom to learn based on their own interests and curiosity. Every student has their own motivations to learn and how to approach the space. Some students are motivated by the sheer need to explore the possibility space present from having a large array of rapid prototyping technology available. They focus on questions like “is it possible to make - can this machine be (mis)used to - what kind of materials is it possible to cut”? Others are driven by external interest like “Can I make a prototype that enables me to try out new

recycling strategies for a traditional home". Enabling the students to engage based on their own motivation also introduces a set of challenges. The space and the possibilities are daunting - we must actively and effectively lower the barriers to entry and to engagement. We must facilitate students being able to tap into their own curiosity and to dare to engage in unknown territory.

This we have achieved by having multiple highly qualified gurus with a wide array of knowledge about solutions to the many different problems the students are interested in, and it requires the same staff have the ability to fix the machines on an ongoing basis as more experiments means more wear and tear. We will present our experience with the role of the "gurus" as initiators and facilitators for both design processes, learning and practical processes.

PERFORMING CURRICULAR DISRUPTION: THE INTRODUCTION OF A PERFORMING ARTS COURSE INTO A UNIVERSITY'S CURRICULUM

Jason Heffner, Al Akhawayn University

This presentation offers a preliminary review of the performing arts course taught at Al Akhawayn University in Morocco last semester. The course, philosophically rooted in Sen's and Nussbaum's Capability Approach to human devel-

opment, involved students from the university's three schools - Humanities and Social Sciences, Business Administration, and Science and Engineering. This was the first performing arts course offered at the university and represents a notable departure from the repertory of courses offered, especially for students in the latter two schools.

Using a structured improvisational approach to the study of movement and the spoken word art forms, the course gradually challenged the students to explore their own ideas regarding self and freedom, culture and gender, and the "exquisite" tension inherent in collaboration. These issues shaped the requisite group work performed during the final week of the semester.

Panel 1:

EDUCATION AND RESEARCH AS LABORATORIES OF ENGAGEMENT

CULTIVATING CIVIC INTELLIGENCE IN A LAB-BASED EDUCATIONAL SETTING

Douglas Schuler, The Evergreen State College

As the challenges of the world increase in scale and urgency, and types as well, educators should ideally be considering how to meet those challenges through education. My work has led me to coin (or re-coin) the term "Civic Intelligence" as the capacity that is needed — and one of the primary aims of education. While naming the phenomenon is much easier than enhancing it, naming it helps place the focus in a different and critical place. This new focus could be used to help resist tendencies that move us further from the civic intelligence we need and to help us push forward with ideas and programs that could improve our civic intelligence. This perspective is insurgent but not revolutionary; it does not call for a "complete" change of anything. It does however reject the idea that business as usual will be sufficient.

I am developing and exploring this perspective through the Civic Intelligence Research and Action Laboratory. This

approach has helped lead to innovative approaches in the community, increased self-efficacy and social imagination among students, while better serving many students who may have failed in other educational settings. On the other hand, I have been told by faculty members at various schools that this approach would be impossible where they teach. This in itself reveals how tightly constrained many educational systems are and how educators may actually be discouraged from performing their broad educational responsibilities, thus making it harder to contribute to the civic intelligence that humankind needs.

ADVANCING CRITICAL LEARNING AND PUBLIC GOOD IN PROGRESSIVE EDUCATION

Christian Franklin Svensson, Roskilde University

Focusing on a Danish international MSc program, Social Entrepreneurship and Management, at Roskilde University, this paper discusses the necessity of developing critical, active and engaged scholars. The paper draws on reflections from daily interaction with students; the program's official evaluation feedback; and the reflective learning journal that each student is required to write.

The program has existed for just three years but it is evident that among the students there is a profound sense of responsibility for the development of public good. The paper is inspired by the UNESCO 2015 report, Re-Thinking Education: Toward a Global Common Good, which addresses how education can and should deal with current socio-economic and environmental sustainability. This is in the program intended by insisting on a problem oriented and critical approach for the aim of being problem solving. The critical approach deconstructs a notion of unequivocal right or wrong knowledge, which not necessarily has concepts like “western”, “eastern”, “social” and “profit” as dichotomies.

A significant part of the program is staying connected with community development by participating in field trips; receiving visits from local community actors and when doing the final fieldwork for the MSc thesis. Critical learning in these interactions happens in a constant exchange of knowledge, opinions, personal experiences and perceptions.

A constant problem-oriented approach presents challenges for some students not previously trained in thinking critically. However, when dealing with actual social challenges it becomes clear for most that there are no simple solutions, and therefore developing social indignation and a critical edge in relation to both theory, methodology and practice becomes valid.

GAP LABS: A CO-CREATED SPACE FOR RESEARCH ACTION PRAXIS IN ADDRESSING POVERTY

Paritosh Segal and Lijo Chacko, Global Action on Poverty, India, and Luc de Witte, Zuyd University of Applied Sciences and Maastricht University, Holland

Addressing poverty effectively has been a challenge for many nations. Social exclusion and inequality emanating from varied dimensions social, economic and political domains of life has made poverty a complex multifaceted phenomenon thereby demanding a nuanced approach to address the same. While state centric approach to poverty through various poverty eradication programmes have brought limited and unsustainable results world over, micro initiatives at local levels do not offer the scale and proportion to make significant improvement in the conditions leading to poverty. Global Action on Poverty (GAP) is an initiative aiming to bring the civil society/NGOs, corporates and the academic institutions in designing, developing and scaling up ideas of addressing poverty with the necessary impetus required for the same. When potential changemakers having ideated and experimented micro initiatives are brought together and provided necessary support for converting their ideas into sustainable initiatives for reducing poverty and its manifestations, and helped to scale it up to a level where it can impact the larger sections of the society, the changes could be unimaginably

interesting. Annual GAP summits enable the changemakers to connect up with catalysts, mentors, professional coaches and potential funders for operationalising their ideas into actions. The summits also provide an opportunity for making successful models available around the globe in similar or comparable contexts thereby avoiding the need for reinventing the wheels, providing access to best of breed solutions and accelerating the eradication of poverty.

Academic institutions in social development sector have a critical role to play in such initiatives by connecting the empirical knowledge and research outcomes to real life situations brought to the fore by the changemakers. It is expected that some select institutions engaged in teaching, research and field action in the development sector will be identified for setting up GAP Labs as a co-created space for changemakers to engage and synergise their ideas with the researches in the field and successful models tried out. GAP Labs could also function as a sandbox environment to conduct research and experiments to find innovative solutions to Changemakers' problems thereby co-creating spaces for research – action praxis. All the GAP Labs are expected to function as a networked system of “Centres of Expertise” fostering close collaboration across multiple disciplines to come up with innovative solutions to eradicate poverty with changemakers as active partners. The paper elaborates this innovative model of ideation curation and operationalisation of the research – action praxis through a collaboration of changemakers, corporates, academic institutions and supporters.

Panel 2:

ACCOUNTING FOR STUDENTS' EXPERIENCES

CLUSTER PROJECT SUPERVISION: A CRITICAL ASSESSMENT

EEva Bendix Petersen, Roskilde University

Since its inception in 1970 Roskilde University has employed a project-based approach to learning. Founded as a reform university and heavily inspired by experiential and inquiry-based educational philosophies, student project-work constituted the core educational activity. During the late 1990s coursework came to count for 50% of activities. Project-work is usually undertaken in groups of students and supervised by an academic in the field of study. Traditionally this meant that project-groups met with their supervisor regularly during the course of the semester and received specific guidance and feedback on their individual project. Within Roskilde University some department and some programs have begun to experiment with the supervision format. One of these innovations concerns ‘cluster project supervision’, where one supervisor meets simultaneously with several project-groups and where individual project-supervision has been reduced to two hourly sessions per semester. This paper offers a critical assessment of cluster supervision. It asserts 1) that the argument often put

forward that cluster supervision enhances peer learning is not convincing, 2) that the distance between group and supervisor that it creates is detrimental to student learning and the student experience, and 3) that some of the arguments put forward for cluster supervision rest on notions of transmission teaching with not much regard for student development. The paper concludes by summarising the pedagogical principles of 'The Roskilde Model' that should not be negated in the search for innovation.

TRANSFORMING HIGHER EDUCATION IN INDIA: A CASE FOR BLENDED LEARNING

Aasma Pratap Singh and Rahul Bhardwaj,
Tata Institute of Social Sciences

The efficacy of online learning vis-à-vis face-to-face learning is being widely debated particularly after recent popularity of Massive Open Online Courses (MOOCs) like Coursera, edX and Khan Academy. Blended learning as a pedagogy can be a game changer (Kitchenham, c2011) in this debate by incorporating the advantages of regular guidance and mentoring by teachers inherent in physical classroom while providing the flexibility of space, time and pace of online learning to boost learning outcomes of students. While a good amount of literature examines the efficacy of blended learning courses offered by universities in developed countries, studies on

different models and best practices of blended learning in developing countries struggling with digital divide are inadequate. The paper presents a study of Masters in Education program at Tata Institute of Social Sciences (Mumbai), India which includes both contact classes and distance learning employing a basic blended learning model using MOODLE, an open source Learning Management System. The study is a participatory research supplemented by structured questionnaires analysing limitations to use of technology employed during distance mode followed by a qualitative analysis of the model's benefits, shortcomings and challenges based on interaction with students and teachers. By examining the best practices of successful blended learning programmes for higher secondary levels in India offered by education technology organisations like Avanti Learning Centres and Zaya Learning Labs, the paper proposes a student-centred blended learning model for higher education in developing countries like India where socio-economic factors such as compulsion to earn a livelihood and absence of social security net act as significant deterrents in pursuing higher education.

Ref 1 : Kitchenham, A. (c2011). Blended Learning across Disciplines : Models for Implementation. United States of America: Information Science Reference .

EDUCATIONAL TRANSFORMATION, IN 750 WORDS OR FEWER: EVERGREEN'S ACADEMIC STATEMENT INITIATIVE

Andrew Reece, The Evergreen State College

Students at The Evergreen State College exercise a high degree of responsibility over their curricular choices. They have only two formal graduation requirements: the accrual of 180 credits and an Academic Statement, a 750-word reflection on the significance and coherence of their choices and their learning. Fortifying the requirements, however, are six expectations of an Evergreen graduate, which describe the abilities, practices, and habits of mind that we aspire to cultivate. This paper describes the goals, implementation, and progress of the Academic Statement Initiative, which was the product of a campus-wide effort to re-imagine Evergreen's curriculum and its faculty's advising responsibilities to students. The product, itself modest, has led to structural improvements in new student orientation, new expectations for faculty mentoring, and a stronger student voice in their transcripts. It is also compelling faculty and administrators to reexamine our teaching of composition to a large population of students with weak writing skills. More fundamentally, it gives students the opportunity to fulfill the first of the six expectations, to "articulate and assume responsibility for one's own work", in a visible, public manner. It also allows them to tell, and substantially to show, their potential to enact the other five,

which concern participation in a diverse society, communicating effectively, thinking critically, applying multiple modes of inquiry, and demonstrating depth, breadth, and synthesis of learning. Helping them tell the story of their own transformations is effecting transformation in the ways in which we engage students in our distinctive liberal arts model.

Panel 3:

OTHER HISTORIES OF EDUCATION

GANDHI'S PHILOSOPHY OF EDUCATION: ITS APPLICATION TO HIGHER EDUCATION IN GLOBALISED INDIA

Ujjwala Deshpande, Tata Institute of Social Sciences

While elaborating on the challenges faced by India's higher education, Philip G. Altbach, an Educationalist has concluded that "Given the realities of contemporary Indian higher education, it is not possible to be optimistic about a breakthrough in quality. It seems quite unlikely that any of India's existing universities will soon become world-class... (Due to the structural, political, and economic problems (in India,) it (is) unlikely that expansion at the bottom of the system and excellence at the top can be provided" (Agarwal: 2012).

My paper tries to analyse if we can make use of Mohandas Karamchand Gandhi's 'Nai Talim' (New Education) or Buniyadi Talim (Basic Education) to tackle the problems faced by higher education in India today. Gandhi unfolded his idea of Nai Talim at a national conference, held at Wardha on October 22-23, 1937.

As an integral part of globalised India since 1991, I am connecting my experiences - in a capacity as a Sociology student and in a capacity as an Assistant Professor of Sociology for ten years - with the tenets of Gandhian philosophy on education. I will also analyse why I decided to take a break from the field of teaching after experiencing lack of practical use of these tenets.

I will conclude my paper by describing an experiment carried out by 'Anandwan', an organisation started in 1949 by the great social worker late Baba Amte in Maharashtra.

DEALING WITH THE UNKNOWN IN EARLY SCIENTIFIC ENGINEERING EDUCATION

Laila Zwisler, Technical University of Denmark.

This paper will focus on teaching after 1850 at the polytechnical school (PL) under the University of Copenhagen.

This was an important formative time for PL, now Technical University of Denmark. A new engineering identity arose with new teaching practices in new courses. There were changes to practices inherited from the University of Copenhagen and founding father H.C. Ørsted, which had dominated since the opening of PL in 1829.

A hybrid education arose which included both theory and practice, consciously aiming for a practical engineer with general training in natural sciences. Natural science and mathematics were presented as a core of reliable knowledge. But teachers also wanted students to learn how to deal with the unknown beyond the grip of general sciences. Using a variety of teaching techniques students were taught to use a heuristic approach involving the methodology of natural sciences, standardization and quantification to deal with local considerations. Developing intuition and tacit knowledge was key to becoming a useful engineer. Teachers should be men of practical experience and power shifted away from university professors to include technical teachers.

As PL was settling on internal culture, norms and epistemology as well as distancing itself from the University of Copenhagen during this period, strong traditions were building.

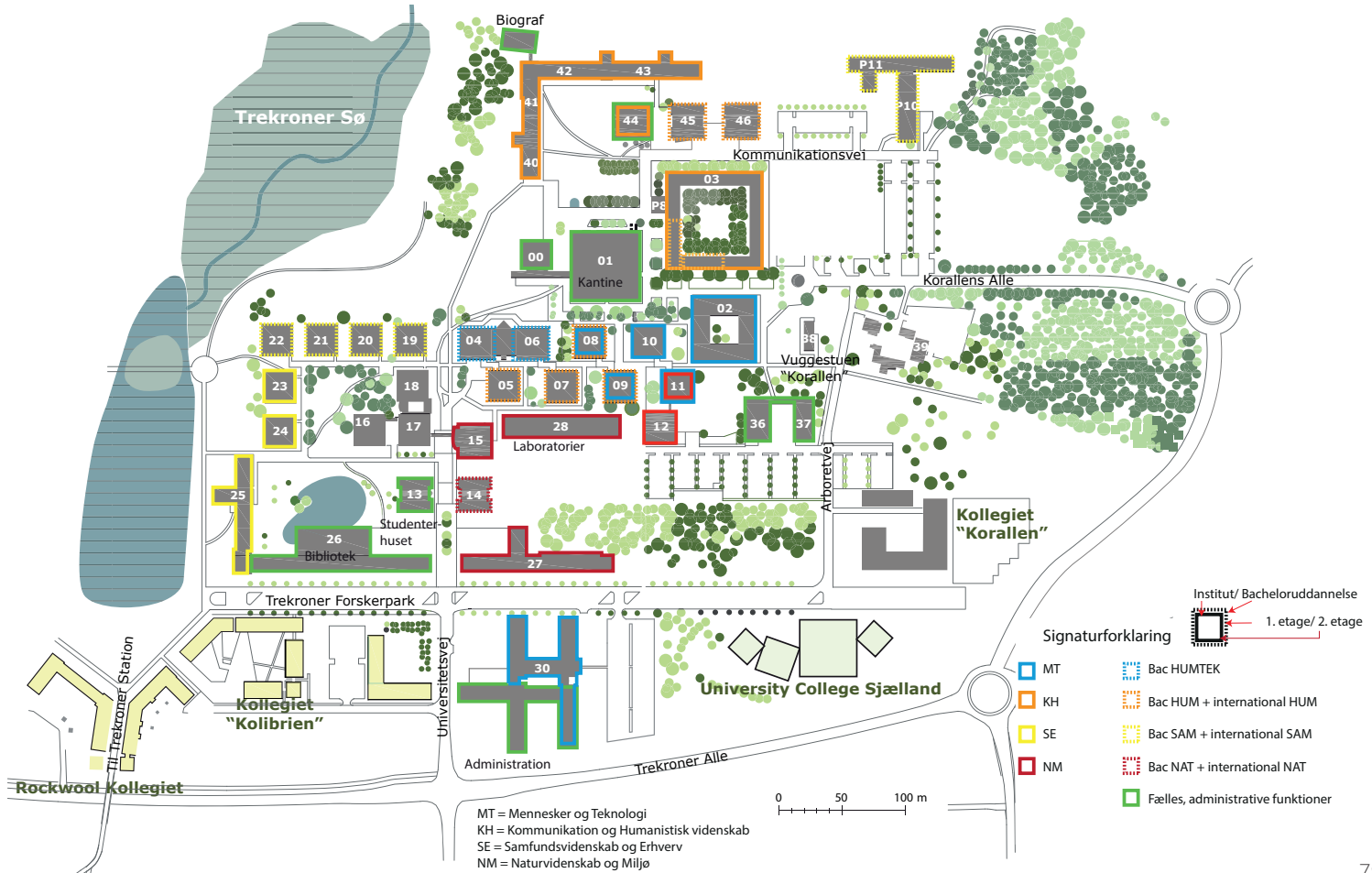
Laila Zwisler is the head of History of Technology Division at the Technical University of Denmark. Her main research interests are university history, history of DTU, engineering education history, technical academic heritage, history of

technology and interpretation. I teach history of technology and science theory.

Friday June 24th 12:00am-1:00pm

**KEYNOTE:
STUDENTS, HELP US RETHINK
PROGRESSIVE EDUCATION!**

The students will present their agenda for the future of critical and alternative higher education.





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