

**From Unbundling to  
Rebundling:  
Designing Liberal Education  
for the New Learning  
Ecosystem**

**Randy Bass  
(Georgetown University)**

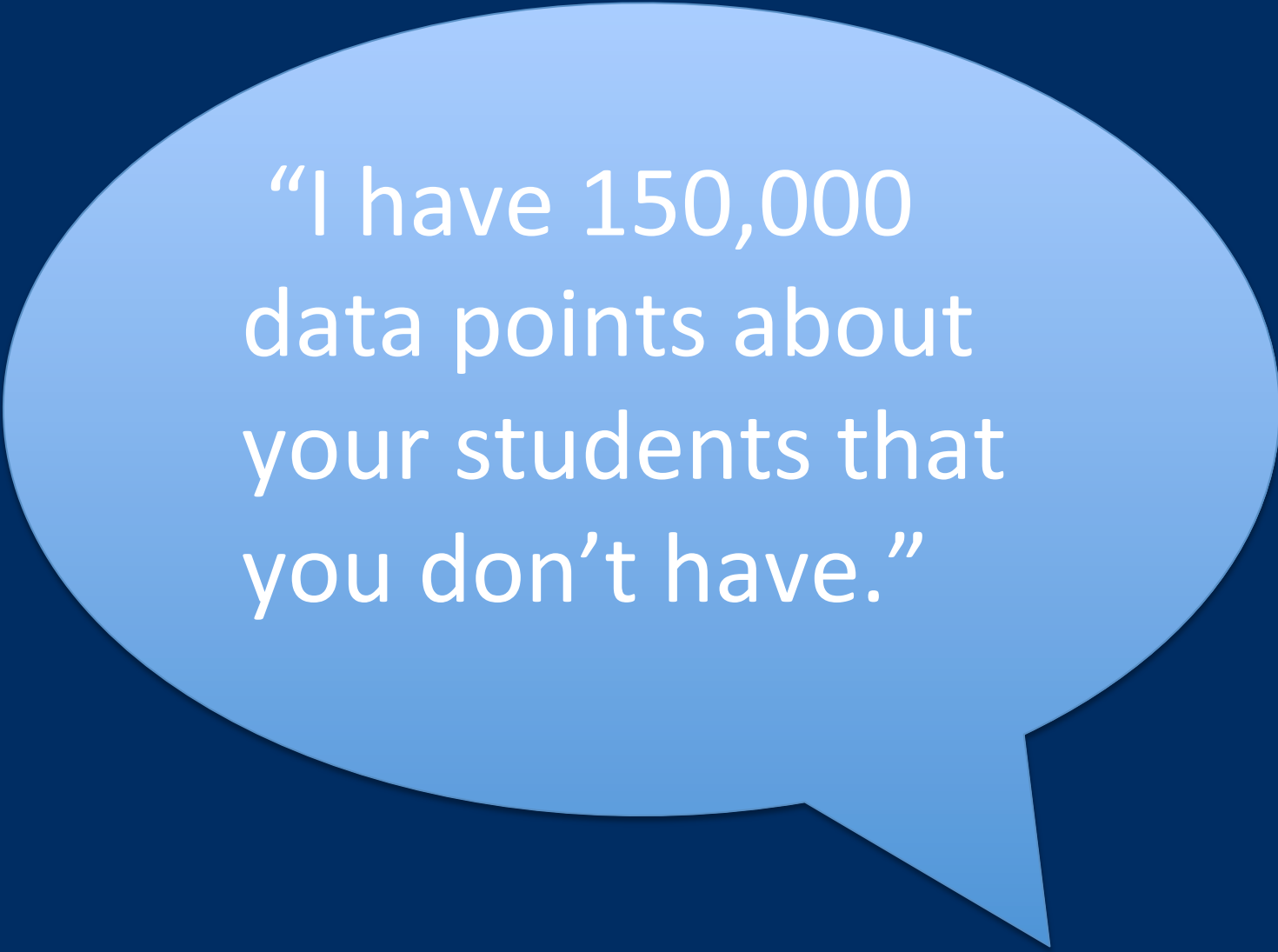
**Duke University  
CIT Showcase  
October 11, 2016**



“The Imprint of Integration”

The great tension of our time in education  
is between **integration** and **dis-integration**



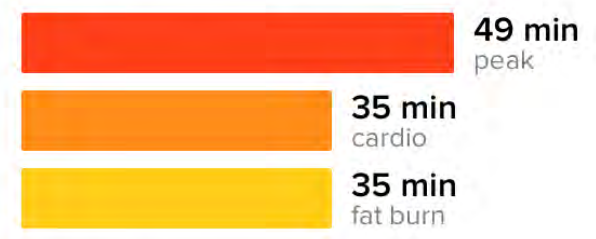


“I have 150,000  
data points about  
your students that  
you don’t have.”

2:15:54 min 1384 cals 122 bpm

Categorize Exercise >

TIME IN HEART RATE ZONES



HEART RATE

122 avg bpm



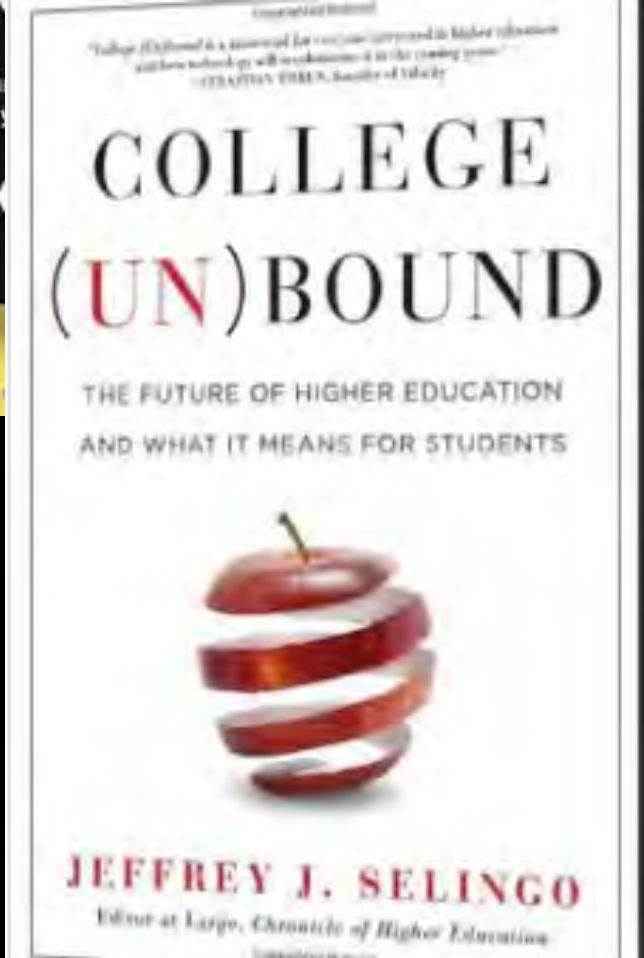
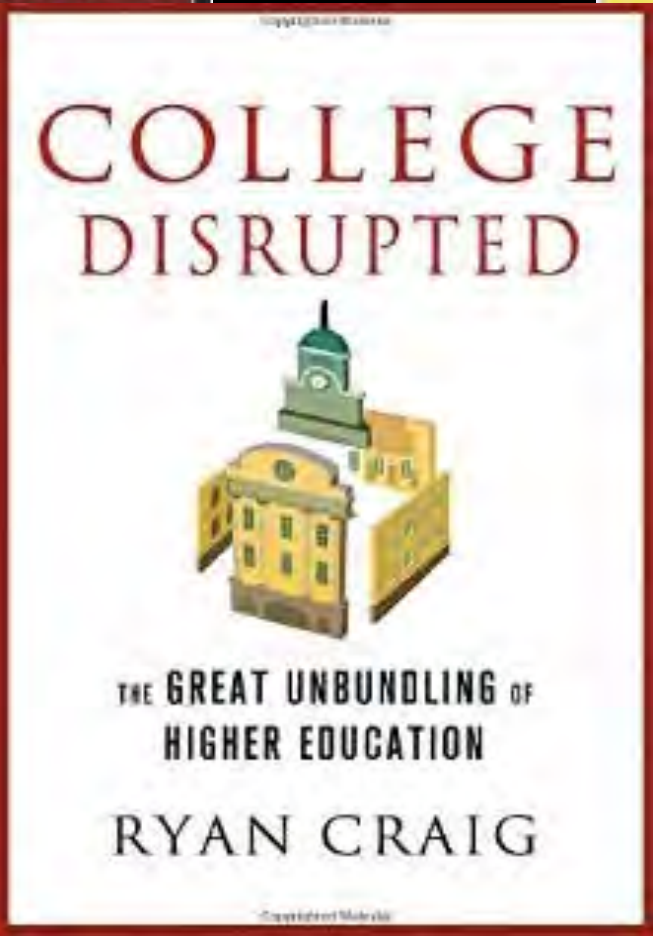
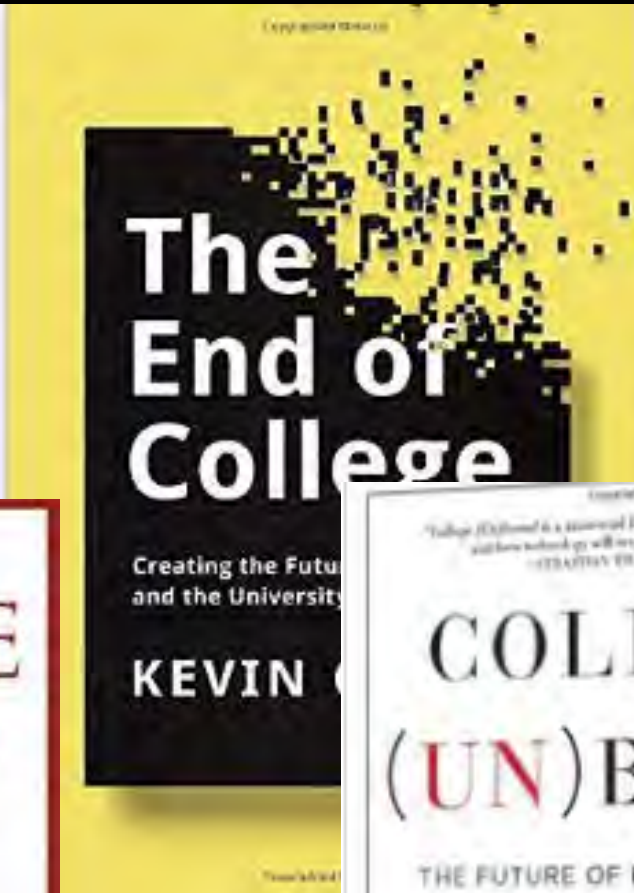
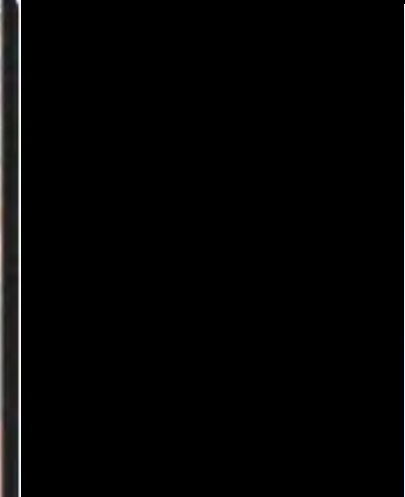
Start 2:15:54

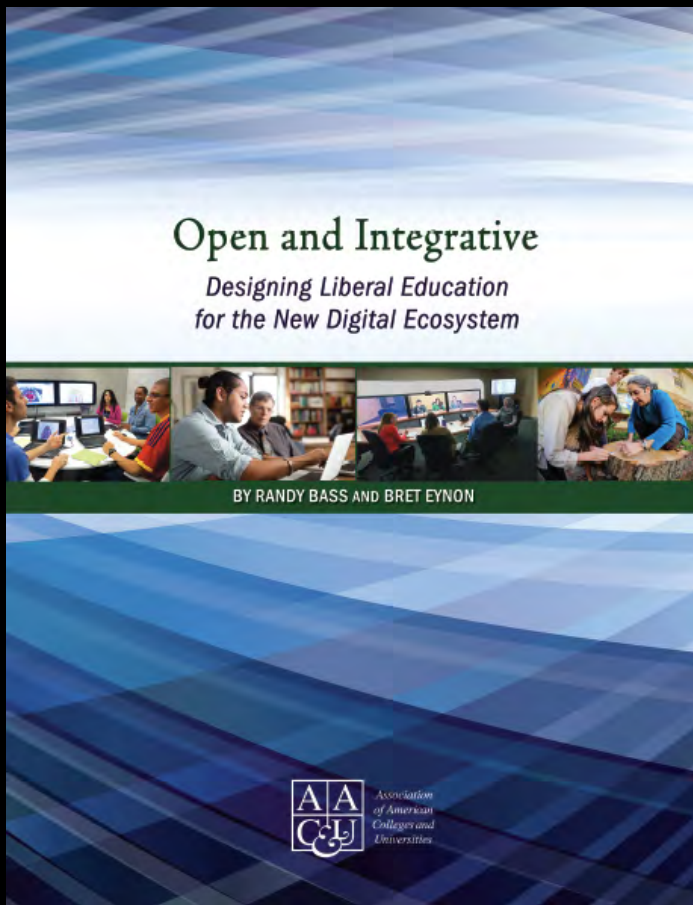
CALORIES BURNED 10 cals/min

1 0 0 1



**AMERICAN  
HIGHER EDUCATION  
IN CRISIS**  
WHAT EVERYONE NEEDS  
GOLDIE BLUMEN





With Bret Eynon,  
LaGuardia  
Community  
College

How do we make  
whole person education  
equitably available to  
everyone?

We have to shift the conversation from  
unbundling to rebundling.

# *Two paradigms of education*

## Disintegrative (unbundled):

Design of discrete or granular learning experiences

Elementary and discrete competency-based learning

Learning decoupled from formal boundaries

Analytics that track narrow or micro learning

## Integrative (bundled, holistic, coherent):

Curricular & co-curricular conceived as part of a whole

Knowledge, skills & dispositions

Connections & integration

Design of learning experiences for whole person development



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# Rebundling: Toward a New Synthesis

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Disintegrative in service to the integrative

## External challenges

The great tension of our time in education is between **integration** and **dis-integration**

## Internal challenges

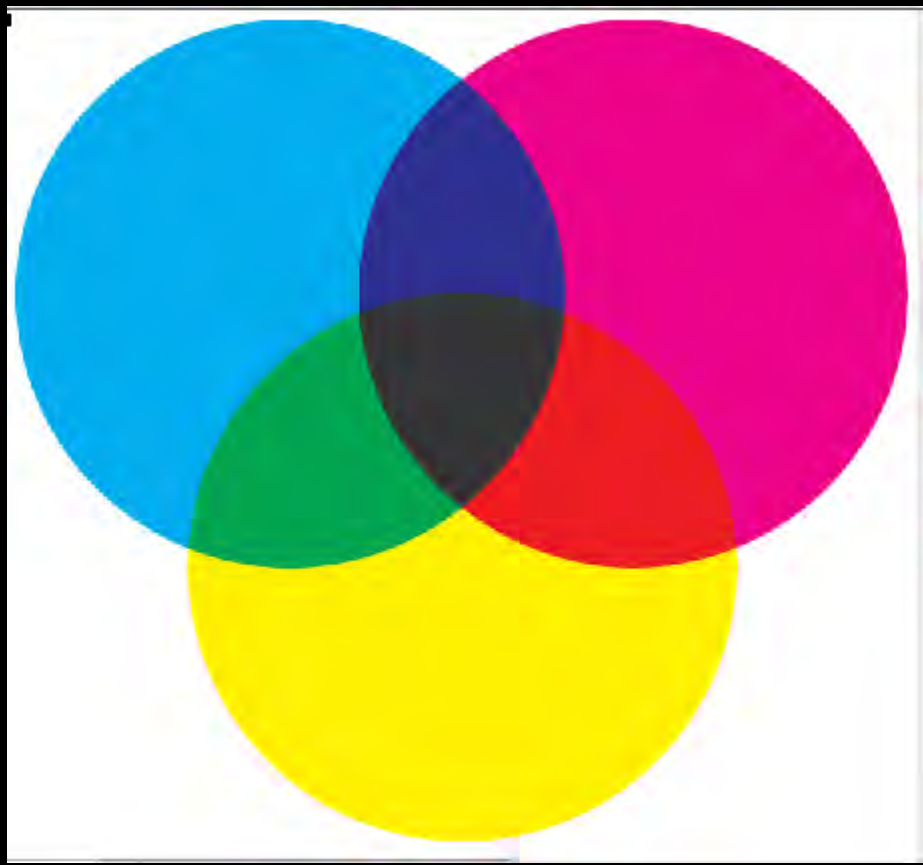
**Knowledge of a domain**

**Knowledge of the world**

**Knowledge of yourself**

Heidi Elmendorf, Ph.D.  
Biology, Georgetown





*New paradigm for higher education? Where does transformative learning take place?*



The white space of ... formation, transformation  
and whole student development



# Formation by Design

Project Progress Report  
2014-2015

DESIGNING THE FUTURE(s) of the university

<https://futures.georgetown.edu/formation>



GEORGETOWN UNIVERSITY

“whole person”



# Educating the whole person?

Knowledge + Skills + Dispositions (+ Values)

Dispositions:

Learning to learn

Critical thinking

Creativity

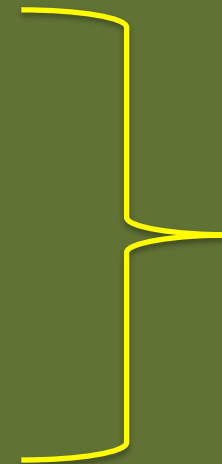
Curiosity

Resilience

Empathy

Humility

Ethical Judgment



“HARD SKILLS”

Striving to cultivate a balanced person, with intellectual, affective, imaginative and reflective capacities.

This adherence to a fixed program of studies that has stood the test of time, excludes the evils attendant on the elective system, whereby an immature student is free to choose all his subjects with small regard to their educational value...



CATALOGUE  
1935-1936

WASHINGTON, D.C.  
November, 1935

of the Institute is the developing of tests which may be of diagnostic value in cancer. Incident to the success of such an undertaking there arise a number of other problems the solution of which are open to the qualified graduate students in the Department of Chemistry who may be interested in this aspect.

Every student took 32 Credits of philosophy

### The Course of Studies

In a college of liberal arts, the course of studies aims at imparting a complete liberal education. Both the course of studies and the subjects prescribed in the College are substantially those of the Ratio Studiorum, a plan of studies for Jesuit colleges throughout the world, first promulgated in 1599, and revised in 1832. This plan aims at imparting a liberal education by securing the harmonious development of all the faculties that are distinctive of man, and considers such a thing of greater importance than the mere acquisition of knowledge. For the goal of a liberal education is culture, mental as well as moral development, and learning as such is a means toward that end.

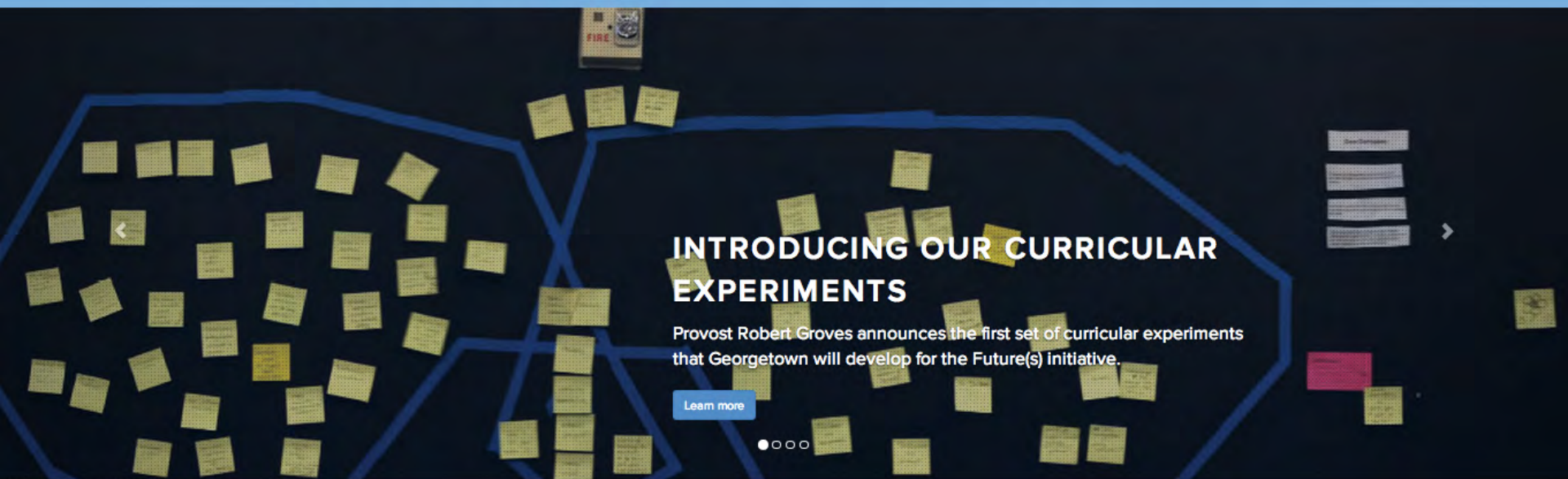
While authorities differ in the choice of particular means, the Jesuit system of education holds that a solid course in Scholastic Philosophy, based on a foundation of Languages, both Ancient and Modern, History, Mathematics and the Natural Sciences, has cultural advantages far superior to those offered by other Educational systems. For this reason, such studies are prescribed for all students. This adherence to a fixed program of studies that has stood the test of time, excludes the evils attendant on the elective system, whereby an immature student is free to choose all his subjects with small regard for their educational value, or to concentrate on a few subjects to the detriment of that broad culture he should acquire. Specialization should wait until the student's powers of analysis and discernment are developed, his special talents tested, and his reasoning ability sharpened; then he will be better equipped to choose a career and make better progress in the special studies of his choice. To assist the student make this selection, he is required to choose three courses in one of the fields of learning in addition to the courses prescribed during the last two years of his college career. This selection not only tests the ability of the student in his chosen field, but also gives him an opportunity to fulfill the particular requirements of the professional school he will enter after he has earned his bachelor's degree.



Universities need to instill in their students “the three habits”:

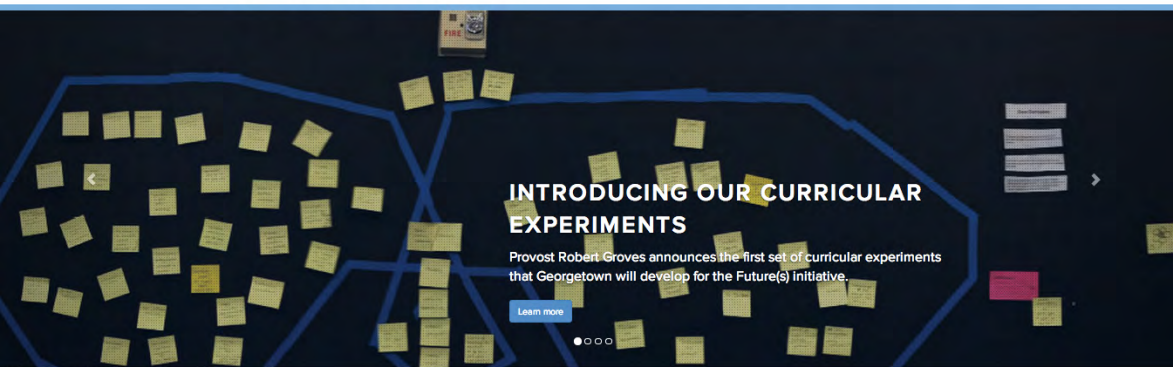
- ✓ habits of mind, teaching to help students understand content and knowledge;
- ✓ habits of hand, providing the opportunity to practice what they learn, to act; and
- ✓ habits of the heart, relational, connecting to others, instilling a sense of values and commitment to service.

Lee Shulman



# DESIGNING THE FUTURE(s) of the university

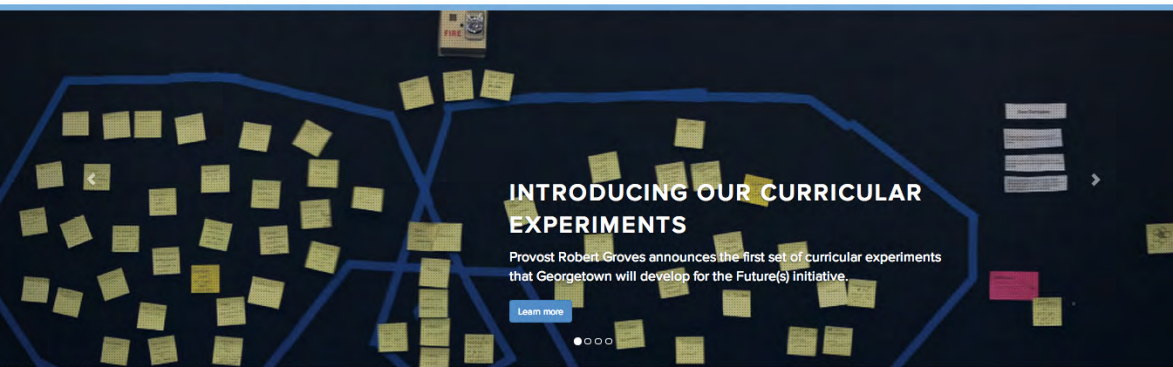




*The Designing the Future(s) Initiative supports innovations on current educational practices that embody Georgetown's core values, especially high quality faculty-student interaction, inside and outside the classroom, educating the whole person and engaging the world's most complex problems.*

## Generate curricular variations

Every project has to push on one or more constraints of our model

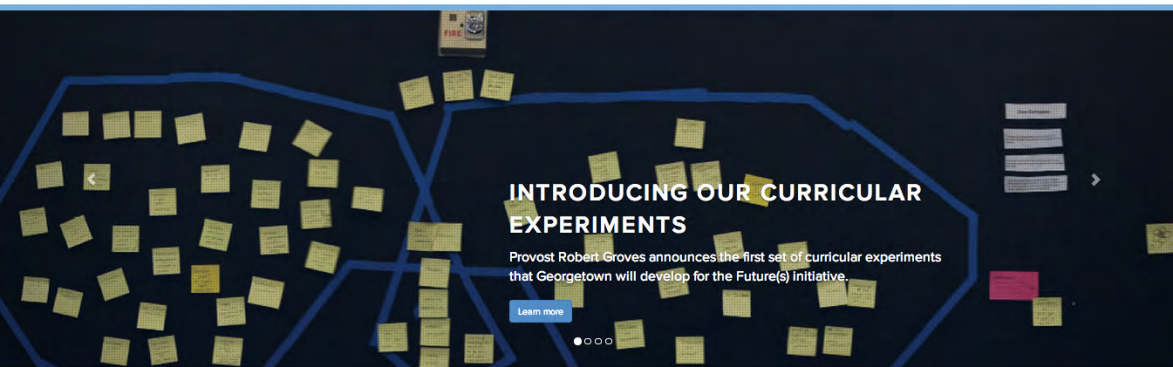


## Six Big Challenges Future(s) is trying to address:

- Improve faculty professional lives in balancing educational and research missions
- Expand efforts at equity and inclusive excellence
- Support a culture of inquiry in the curriculum and co-curriculum
- Create a more integrated learning experience for students, including well-being
- Support global learning and a deeper engagement with DC
- Address the unsustainable rising costs of private higher education

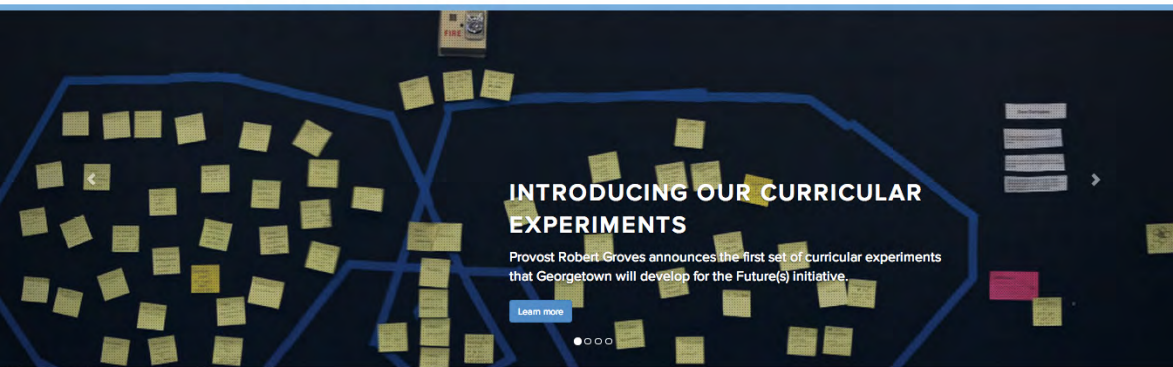
System is maxed out

Integration not expansion



## Experimental strategies (generating variations)

- > Move beyond the one-size fits all semester-long course:
  - shorter (modular)
  - longer (sustained project-based contexts)
- > Better integrate experiential learning with credit-bearing courses
- > Rethink the transition from student to graduate



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# CHALLENGES IN CHILDHOOD AND SOCIETY

## CHALLENGES IN CHILDHOOD AND SOCIETY

Welcome to Challenges in Childhood and Society! This is a new course cluster available to all Georgetown University students. It focuses on intersections among child health and well-being, family life, and the social structures the developing child. Below, you will find important information about this new learning opportunity, and its nontr

We hope you consider enrolling for the Fall semester of 2016 or the Spring semester of 2017! If you have any qu hesitate to contact our Cluster Coordinator Lan Le at [ll5@georgetown.edu](mailto:ll5@georgetown.edu).



[Background](#)  
[About the Course Cluster](#)  
[About the Courses](#)  
[About the Faculty](#)  
[About the Center](#)  
[Registration](#)

## Interdisciplinary Approaches to Child Development and Health

## GU Med Center + Main Campus Psychology

**MODULE 1:  
Theory**

**MODULE 2:  
Community  
Engagement**

**MODULE 3:  
Policy**

**MODULE 4:  
Contemp.  
Issues**

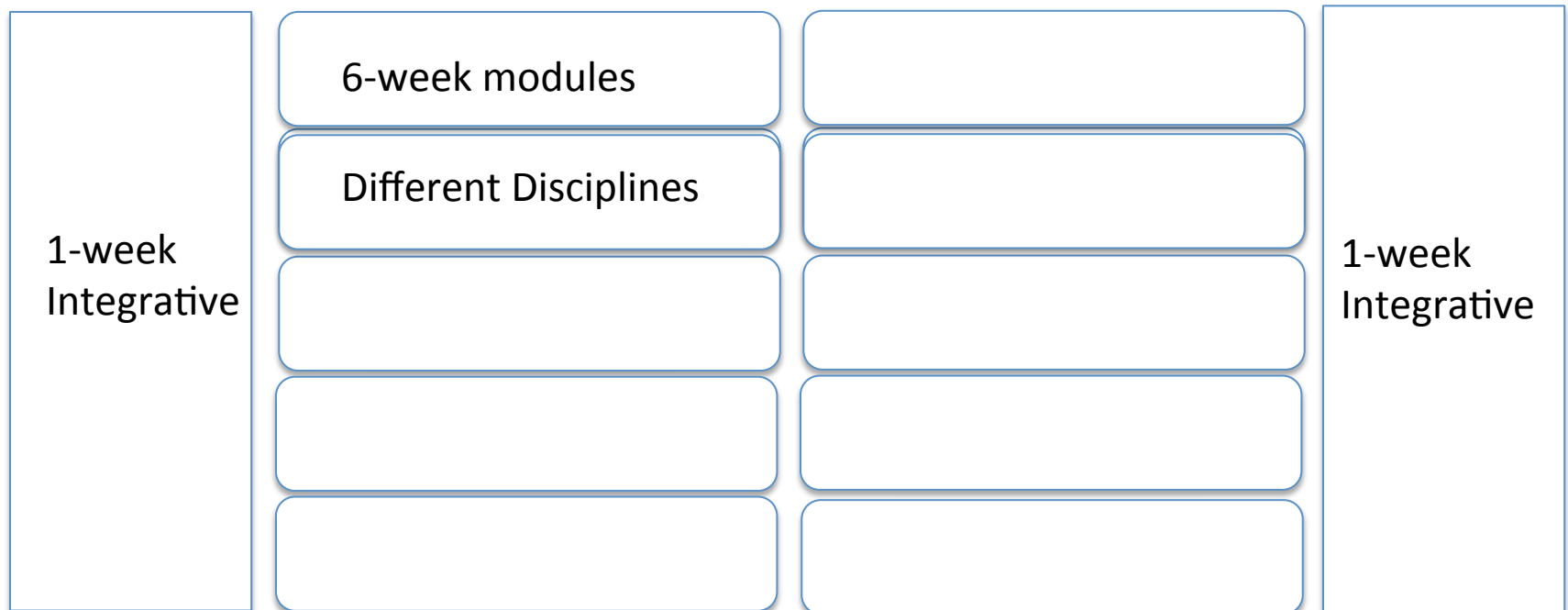
Students customize  
and bundle as they  
see fit.

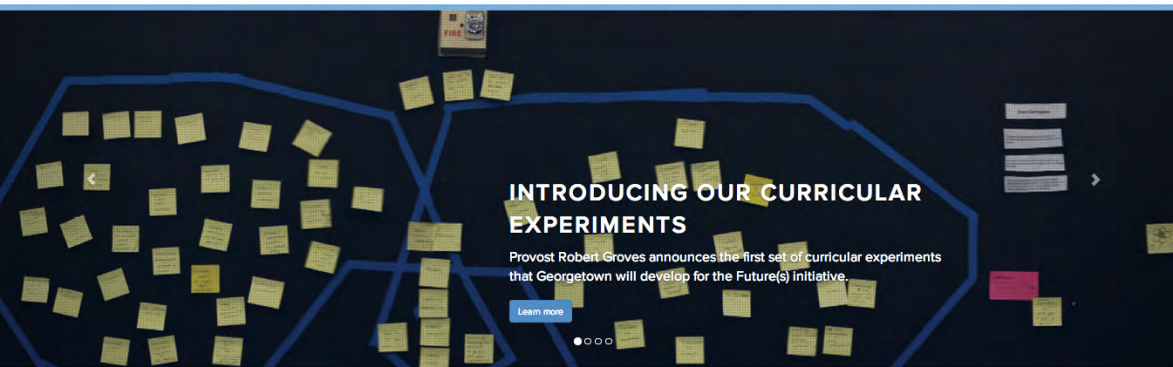
# Core Curriculum: Thematic Pathways?

Could we take a similar modular approach to building thematic core curricular experiences? (VERY EARLY DESIGNS)

## Climate Change Cluster

- Inequality
- Urbanization
- Prisons and Incarceration





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## “Studio”

Semi-formal spaces for creation, collaboration and inquiry.

Faculty-mentored, peer-mentored. Externally connected.

A site for students to develop independent and collaborative projects. A site for sustained communities of practice.

## “Studio”

**Post-course studio** (credit-bearing, mentored contexts for students to continue working on projects begun in formal courses)

Some types of bacteria are stronger than others.



Stopping early helps the strong bacteria attack your body.

Even if you feel better, you should finish all of your pills.

Don't settle for half healthy  
Finish the entire bottle

CVSHealth

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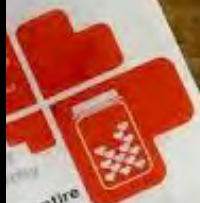
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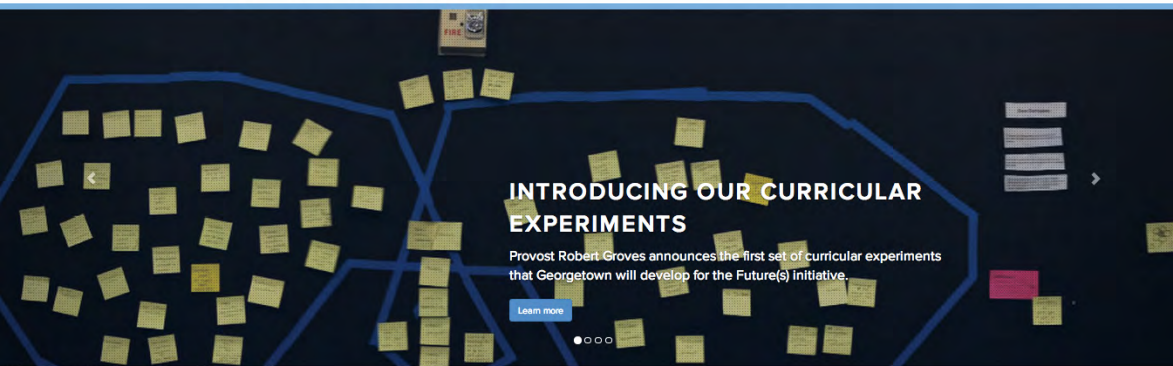
## “Studio”

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### **Creation of year-long Studios:**

Urban Studio

India Studio



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# Reflection

Weeks

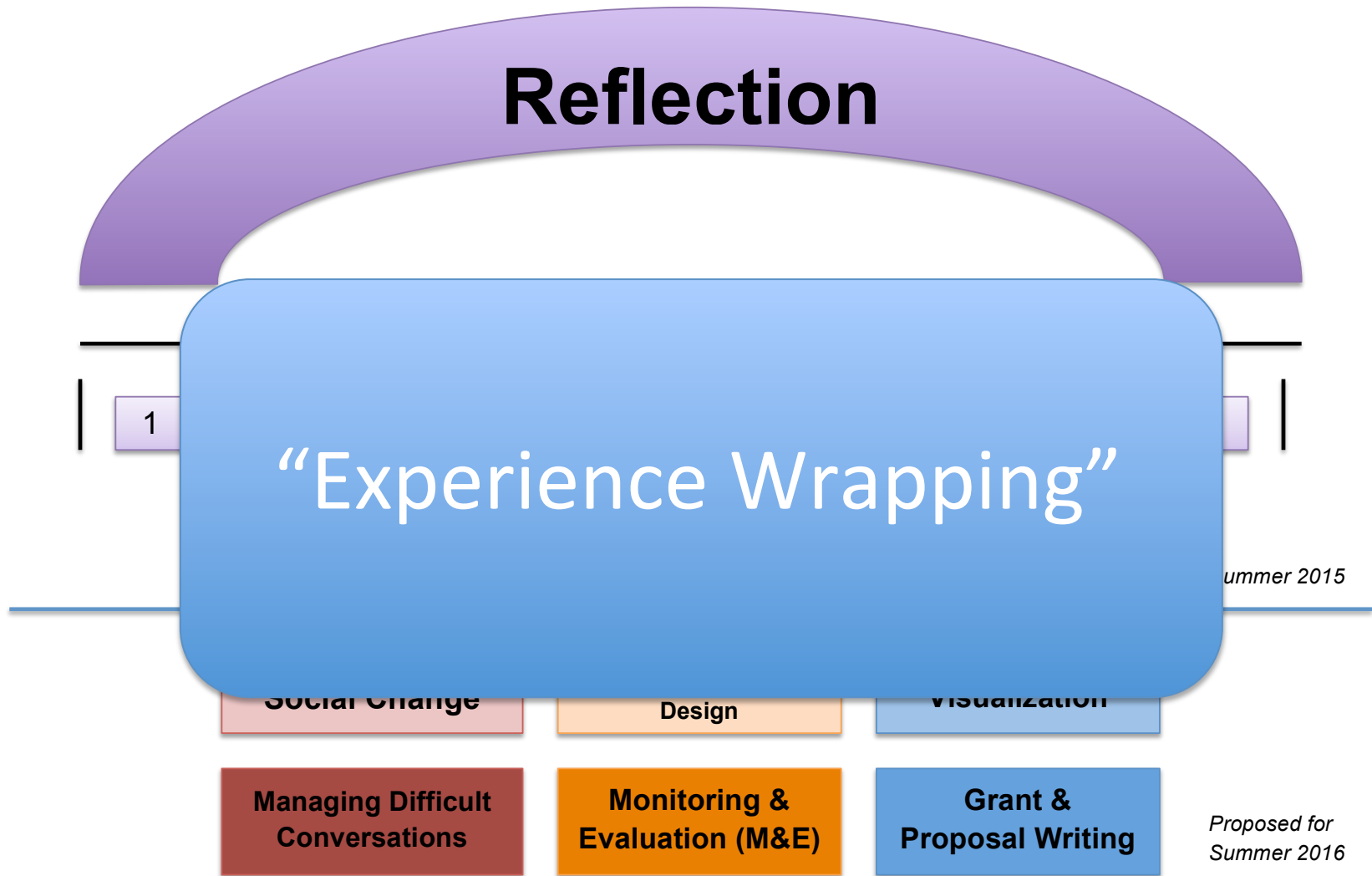


**Conflict Analysis  
& Mapping**

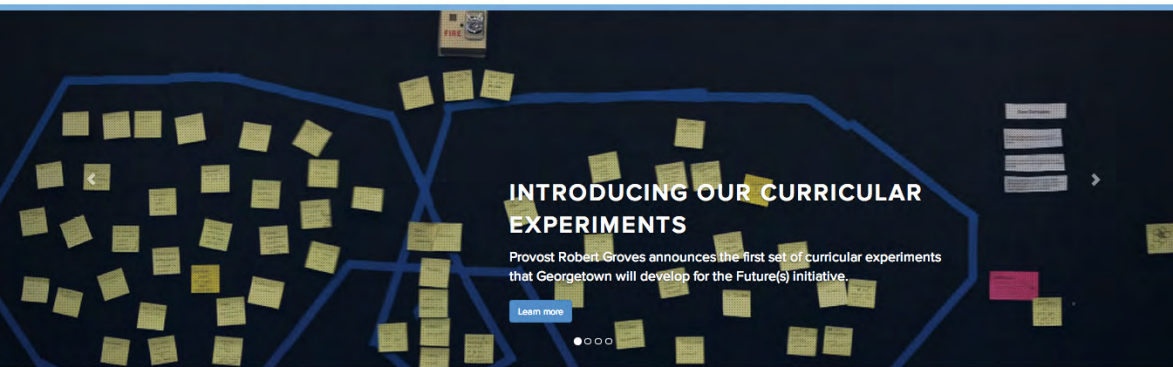
**Communication &  
Community  
Partnership**

**Peace Education**

1 color (red, orange, blue) + purple = 1 credit  
2 colors (red, orange, blue) + purple = 2 credits  
3 colors (red, orange, blue) + purple = 3 credits



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# Rethinking Boundaries of Four-year Degree: Bridge Courses

**Bridge:** Building a new community and set of learning experiences for 8<sup>th</sup> semester seniors and young alumni.

- Integrate and reflect on four years
- Revisit course curriculum in light of next phase (“Vocational ethics”)
- Professionalization skills (communication, networking)
- Offering career change and values discernment for alumni 2-3 years out
- Space for creating “certificates” or “modular masters”?

# Rebundling

Massive  
Online



Blended  
interactive  
online



Formal  
undergraduate  
curriculum

**High impact  
integrative  
Curriculum**



Experiential  
co-curriculum

Engaging Difference  
Ethical Judgment  
Self-Reflection  
Practitioner education, leadership

**Foundational Knowledge**  
Some generic and interchangeable  
Some institutionally-distinctive  
expertise

**HOW DO  
WE DESIGN  
FOR THIS  
CENTER?**

**Local and Identity**  
Jesuit and Catholic  
Mentor-based  
tradition  
Residential, Diverse

# *ePortfolio Initiatives* **Make Student Learning Visible**

**ePortfolio initiatives support reflection, social pedagogy, and deep learning.**

ePortfolios help students reflect on and connect their learning across experiences. Advancing higher order thinking and integrative learning, the connective ePortfolio helps students construct purposeful identities as learners.



ePortfolio is uniquely  
Learner-Centered.  
Reflection builds  
Formation, Identity

# Addressing the Whole Student

Purposeful Self-Authorship

Formal Academic Curriculum

Learning Across Semesters

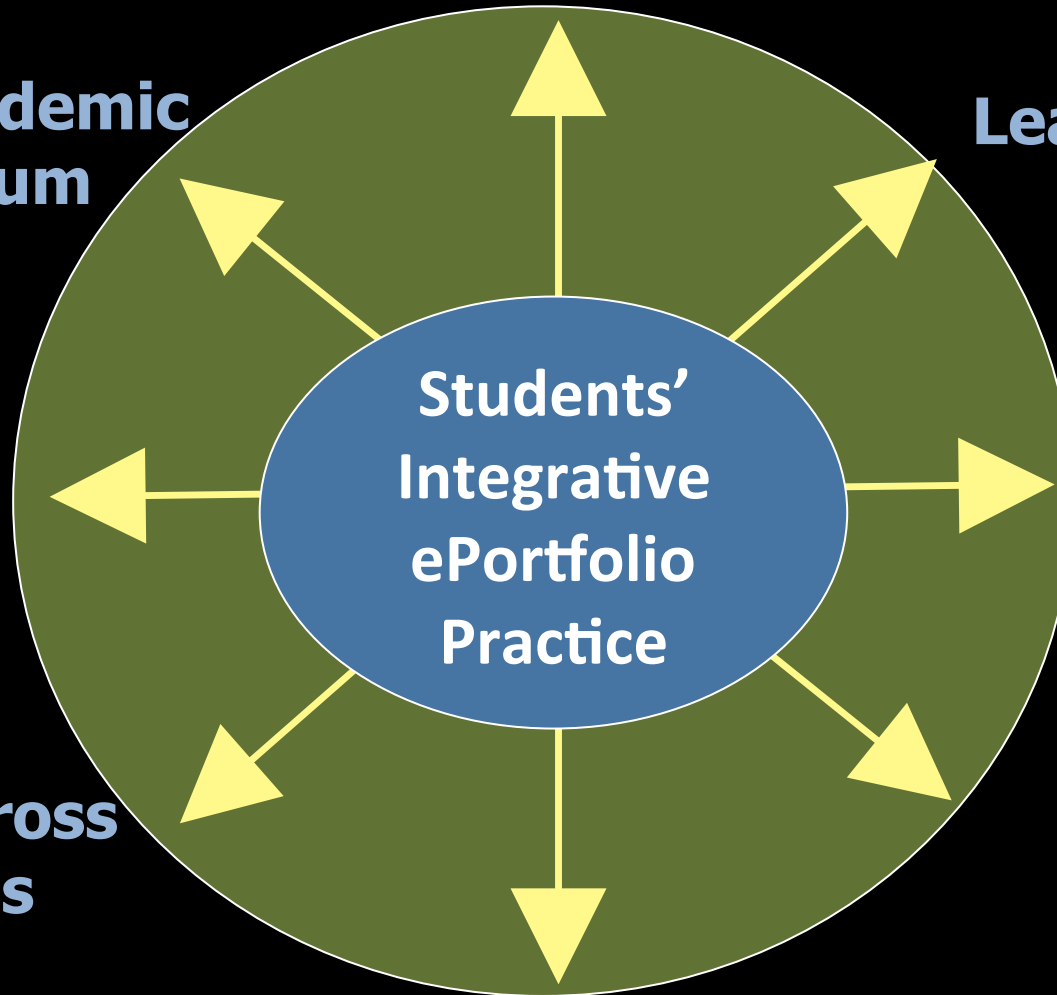
Connecting w/ Faculty & Students

External Audiences

Learning Across Disciplines

Co-Curricular & Lived Experiences

Advisement & Academic Planning

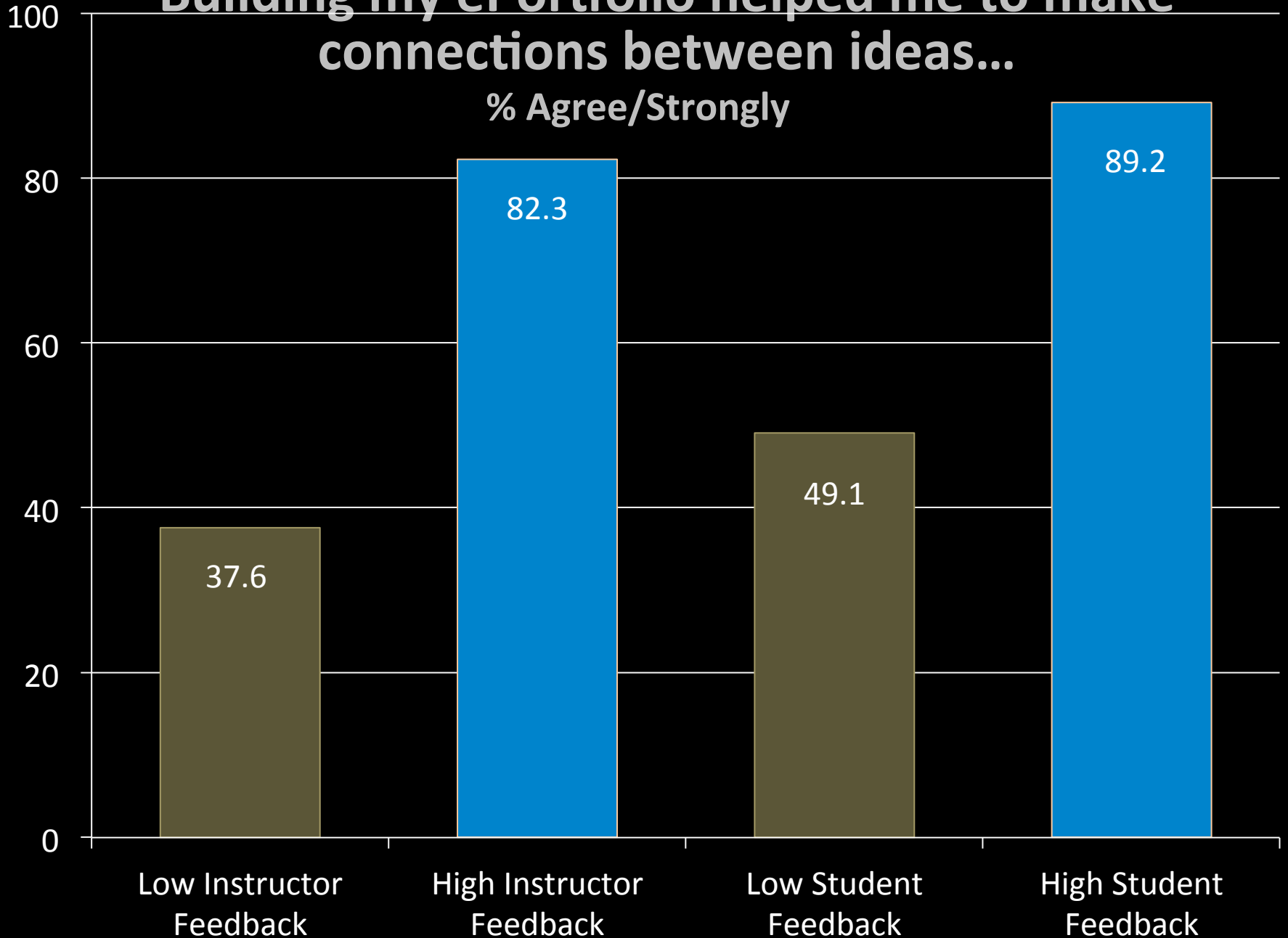


<b>Building my ePortfolio</b>	<b>Agree/ Strongly Agree</b>
Helped me make connections between ideas	75.6%
Helped me think more deeply about course content	64.4%
Allowed me to be more aware of my growth & development as a learner	69.3%

<b>My (ePortfolio-enhanced) course engaged me in...</b>	<b>Quite a Bit/ Very Much</b>
Synthesizing & organizing ideas, information or experiences in new ways	83.1%
Applying theories or concepts to practical problems or in new situations	77.2%
My course contributed to my knowledge, skills and personal development in understanding myself	78.6%

# Building my ePortfolio helped me to make connections between ideas...

% Agree/Strongly



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“The Future of the University as a Design Problem”

Profs. Ann Pendleton Jullian and Randy Bass

2030: Designing for *context* not content

What will the conditions of knowledge, technology, learning and work be in 15 years?

What kind of graduate would we want to produce?

i u g i  
/yoo-gee/

naman delbert esi

# iugi: unlock the future

WHAT IF GEORGETOWN COULD PROMOTE KNOWLEDGE SYNTHESIS THROUGH COLLABORATIVE PROJECTS FROM DAY 1 TO GRADUATION, INVOLVING STUDENTS, PROFESSORS, STAFF AND PRACTITIONERS?

## SYSTEM FEATURES

IUGIS

UNLOCKING MECHANISM

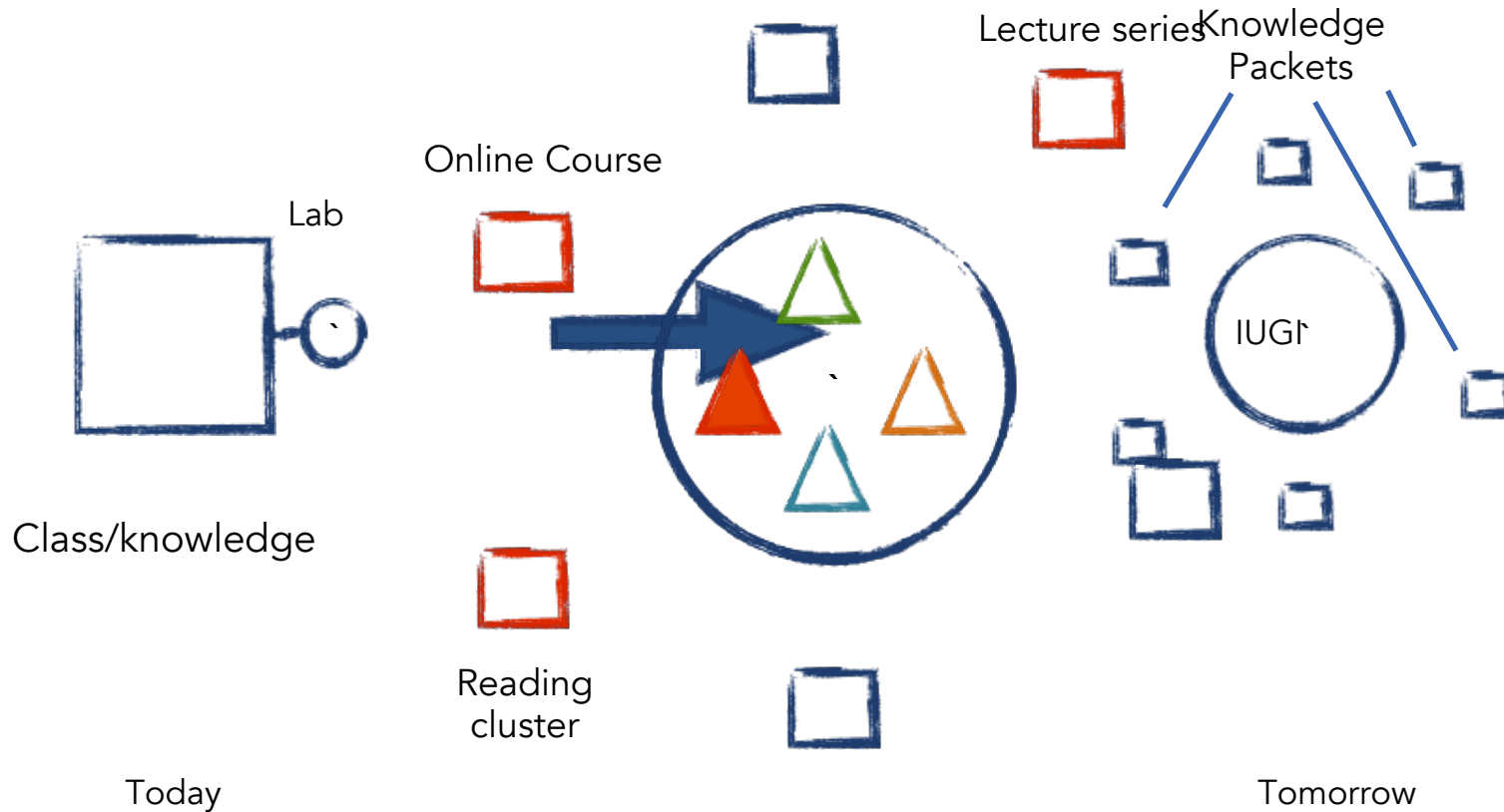
SKILLS-BASED CORE

DASHBOARD

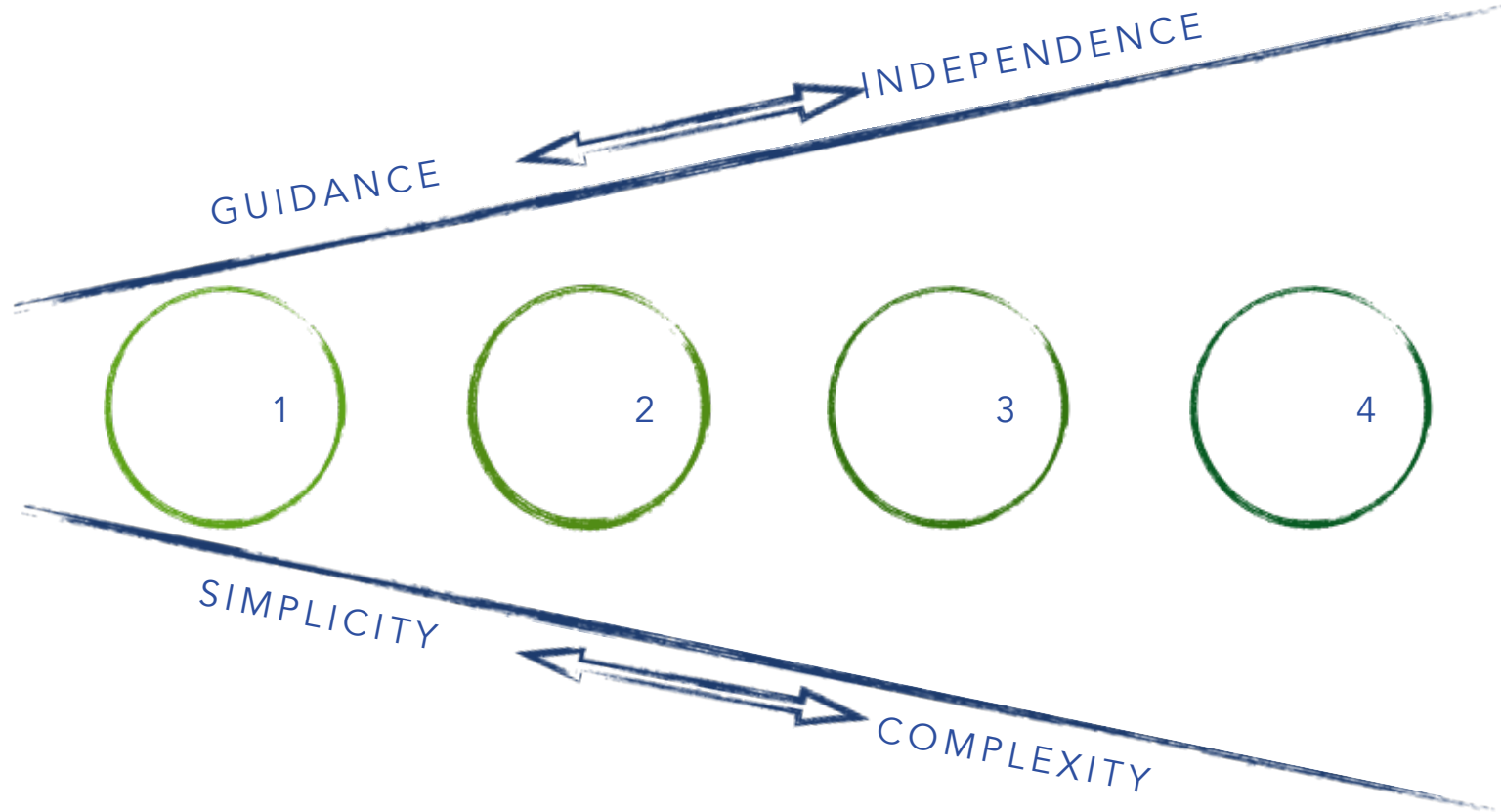
PORTFOLIO

# iugi

iugis are project families that reverse the course-centric learning model.



# iugi taxonomy



Integrity

Thank You!

[bassr@georgetown.edu](mailto:bassr@georgetown.edu)