

MEGATRENDS

DECREASING BIODIVERSITY

We are in the midst of a mass extinction of plants and animals caused by human activity. A million species are under threat of becoming extinct within the next few decades unless the situation rapidly improves by reducing the consumption of natural resources, slowing population growth and expanding protected areas. The deterioration of the state of the environment threatens the well-being of hundreds of millions of people and will also cause annual economic losses measured in hundreds of billions US dollars.

DECLINE IN CONCENTRATION AND CREATIVE THINKING

The easy availability of information and intensifying competition for attention has reduced people's ability to concentrate. To cope with the flood of information they face, people draw quick conclusions based on headlines, photos and memes. There is less and less time for boredom and careful thinking.

CONFUSION IS POWER

The amount of disinformation is growing and efforts to influence opinions are increasingly geared towards instigating confusion and discord. This increases the perception of the world being complex and a desire for simple solutions.

DECENTERING CURRICULA

questions for re-evaluating diversity and inclusiveness in HMEIs

- **from case studies to questions**

providing answers / toolkits / guidelines

VS.

finding ways of asking questions

WHAT DO WE STUDY?
DO WE TEACH?

HOW DO WE STUDY?
DO WE TEACH?

DECENTERING CURRICULA

WHERE DO WE STUDY?
DO WE TEACH?

WHO IS THE STUDENT?
IS THE TEACHER?

Guidelines for a Diverse Curriculum

Where do we study? Where do we teach? (Mojca, Clara, Katja)

- Prisons
- Homeless social services
- Refugee centres
- Social entrepreneurs
- Arts centres
- Museums
- Opera houses
- Partnerships organisations
- Culture and society of location
- Virtual classroom/E-learning/use of location-independent learning/teaching tools

Who is the student? Who is the teacher? (Mojca, Baptiste, Clara)

- educational background
- How does the recruitment policy foster new developments?
- Systemic approach
- Mental health
 - Setting expectations b/w staff and students
- Physical health
- Inclusive representation (internally and externally)
- Access and inclusivity issues
- Learning
- Access to curriculum
 - Physical access
 - Language
- Clear admissions criteria exist, which are...

Plurality of artistic paradigms

- Freedom of artistic expression
- Emphasis on individual excellence in a world view

How do we study? How do we teach? (Stefan, Josh, dew, Katja)

- Tailored aims and methods
- Individual work
- One-on-one lessons
- Collaborative methods
- Learning with peers
- Group lessons
- Project based studies
- Intensive courses
- Community projects
- International artists
- External tutors/artists in residence

What do we study? What do we teach? (Baptiste, Josh, Stefan, dew)

Choice and mobility of study

- Major/minor option: to go further than what was expected at beginning of the study path
- Employability in a European context
- Vocational and professional
- How does the institution provide formal arrangements for students?

Assessment and feedback

- What do we assess?
- How do we assess it?
- Assessment criteria
 - Creative
 - Implement
 - Re-visit
- self assessment by the one to be assessed
- Written



What do we study? What do we teach? (Baptiste, Josh, Stefan, dew)

