

Resilient Unlearning for Continuous Upskilling

Chris Dede

Harvard University

Chris_Dede@harvard.edu

www.gse.harvard.edu/faculty/christopher-dede

THE 60-YEAR CURRICULUM

New Models for Lifelong Learning
in the Digital Economy

EDITED BY CHRISTOPHER J. DEDE
AND JOHN RICHARDS



ROUTLEDGE

6 Decades of Work in the Era of the Global Digital Economy

Lifespan

- Children born now will typically live until age 90 or beyond, so must work until approximately 75 to cover retirement.
- Systemic disruptions: climate change, failure to attain sustainability, shifts in division of labor

Technology

- Emerging breakthroughs in fields such as artificial intelligence, robotics, the Internet of Things, autonomous vehicles, 3-D printing, nanotechnology, biotechnology, energy storage, and quantum computing.
- Billions of people connected by mobile devices, with unprecedented processing power, storage capacity, and access to knowledge

These will change every aspect of work, citizenship, and life

The 60 Year Curriculum (60YC)

Services and experiences that encompass learning

- to prepare for a lifelong series of careers
- to develop *a suite of skills* to succeed across the many roles that a succession of social, civic, and professional opportunities present
- to engage in post-career activities

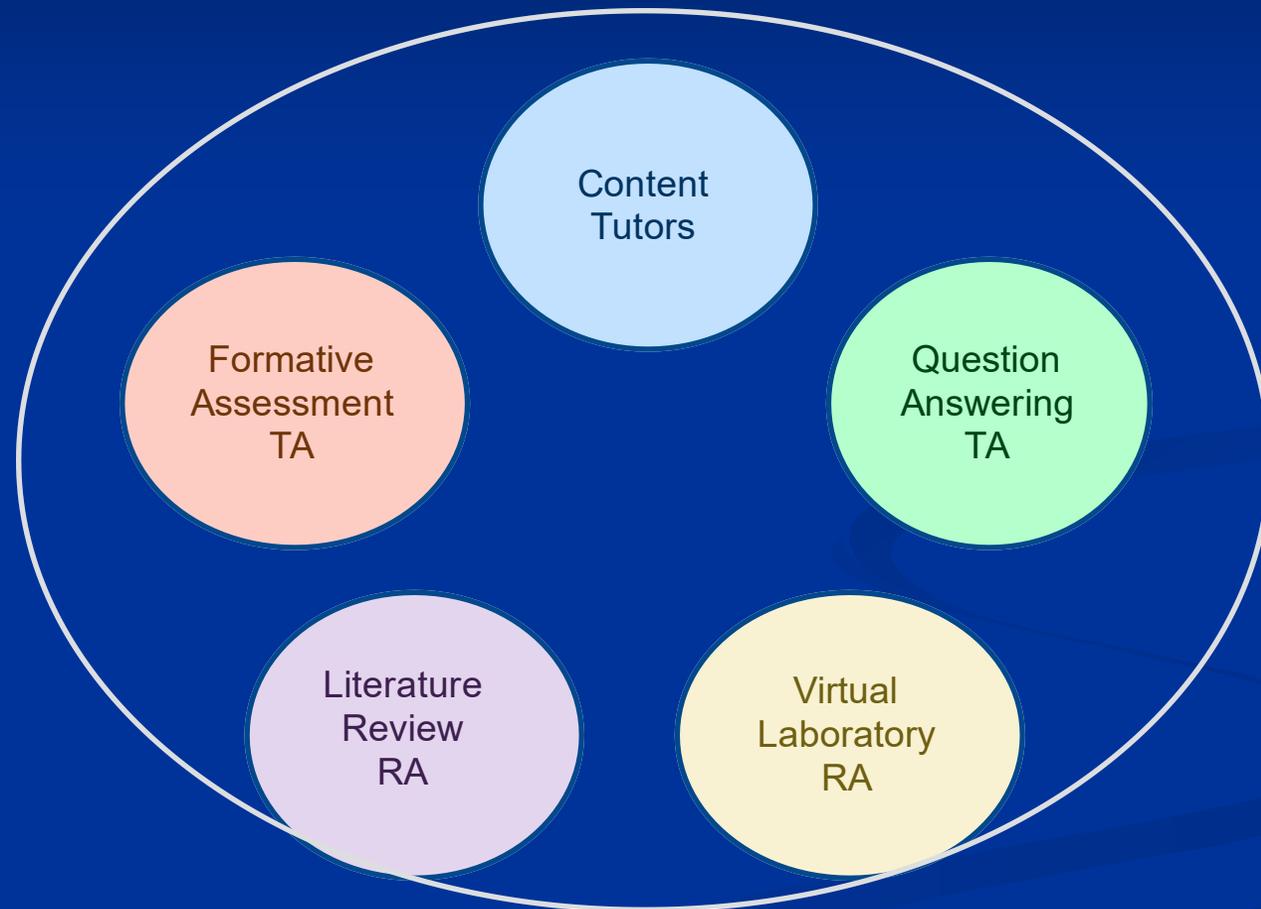
flexibility, resilience, confidence, and initiative given social and occupational uncertainty, challenge, and opportunity

Dimensions of Advanced Knowledge & Skills

<i>Cognitive Outcomes</i>	<i>Intrapersonal Outcomes</i>	<i>Interpersonal Outcomes</i>
Cognitive processes & strategies	Intellectual Openness	Teamwork & Collaboration
Knowledge	Work Ethic and Conscientiousness	Leadership
Creativity	Positive Core Self-Evaluation	Communication
Critical Thinking	Metacognition	Responsibility
Information Literacy	Flexibility	Conflict Resolution
Reasoning	Initiative	
Innovation	Appreciation of Diversity	

NRC (2012) Education for Life and Work in the 21st Century

A Coordinated Suite of AI Technologies (Based on Functional Roles of Human Teachers)



Ashok Goel, Georgia Tech

Transformation

Inducing people to volitionally change from a current set of behavioral practices historically buttressed by organizational supports, policies, and incentives to a markedly different, transformational set of practices *that requires an altered organizational context—shifts in assumptions, beliefs, and values at both the individual and institutional levels.*

Challenges in Unlearning: Individual

- A leader unlearning the practices that underlie one role to instead use a new set of practices for a new role (shifting from command-and-control to distributed leadership)
- A teacher/professor transforming instructional practices from presentation/assimilation to active, collaborative learning by students (using the case method of teaching, or using project-based learning)

Is what I am trying to shift a threat/challenge to my identity, to how I see myself, or how I see the world?

Challenges in Unlearning: Organizational

- An educational organization transforming from credentials certified by seat-time and standardized tests to credentials certified by proficiency on competency-based measures, irrespective of student time taken to accomplish this
- An educational organization that (perhaps unconsciously) discriminates against certain types of people transforming its individual and institutional behaviors to actively promote diversity and equity

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How Mursion works

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