

# Resilient Unlearning for Continuous Upskilling

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# THE 60-YEAR CURRICULUM

New Models for Lifelong Learning  
in the Digital Economy

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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

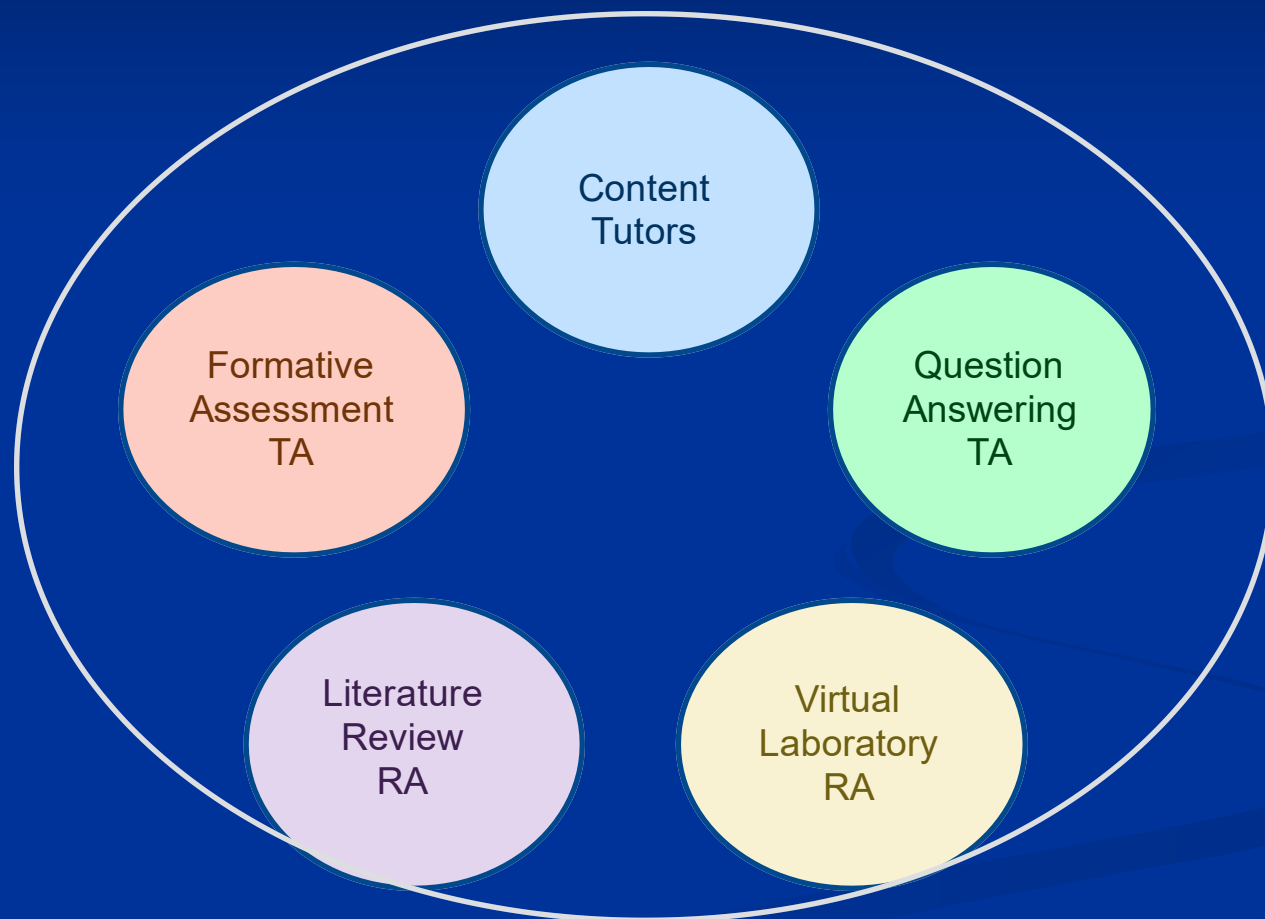
flexibility, resilience, confidence, and initiative given  
social and occupational uncertainty, challenge, and opportunity

# 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 21<sup>st</sup> 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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