

# 1

# **Reflect**

*What if..?*

The following worksheets will ask you to employ your sense of whimsy and to suspend disbelief, just for a little while.

They include a series of “What if...” prompts that ask you to imagine an alternate universe inspired by our provocations.

They can be done individually, but are more fun to do with another person or as a team.



## WARM UP ACTIVITY

### ***A RIFT IN SPACETIME***

**Something strange happened this morning as you sauntered onto your college's campus.** There was a flash of blinding light and then it looked nothing like the one you know. As you went about exploring, you bumped into Professor Zemeckis Fox, a physicist who explained that you are in a future version of your college, in the year 2025. Their time travel technology sometimes causes rifts in the space-time continuum and hence you have been teleported here.

**Make a sketch of what you see in this future vision of your college or university.**

(Luckily, at the end of your sketch, you will be teleported back to the present!)

SUGGESTED TIME 10-15 minutes

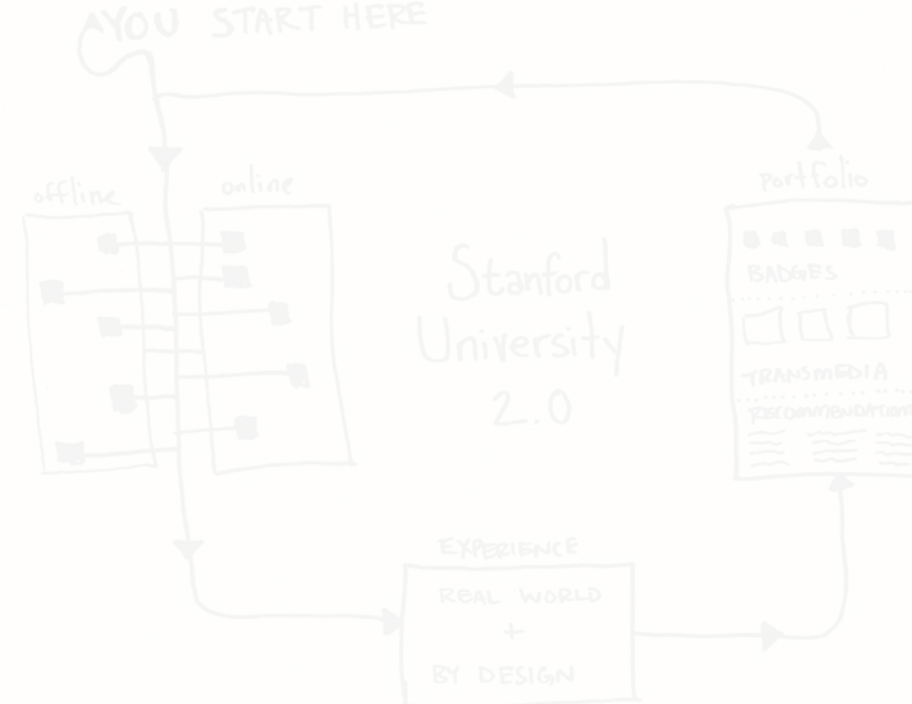
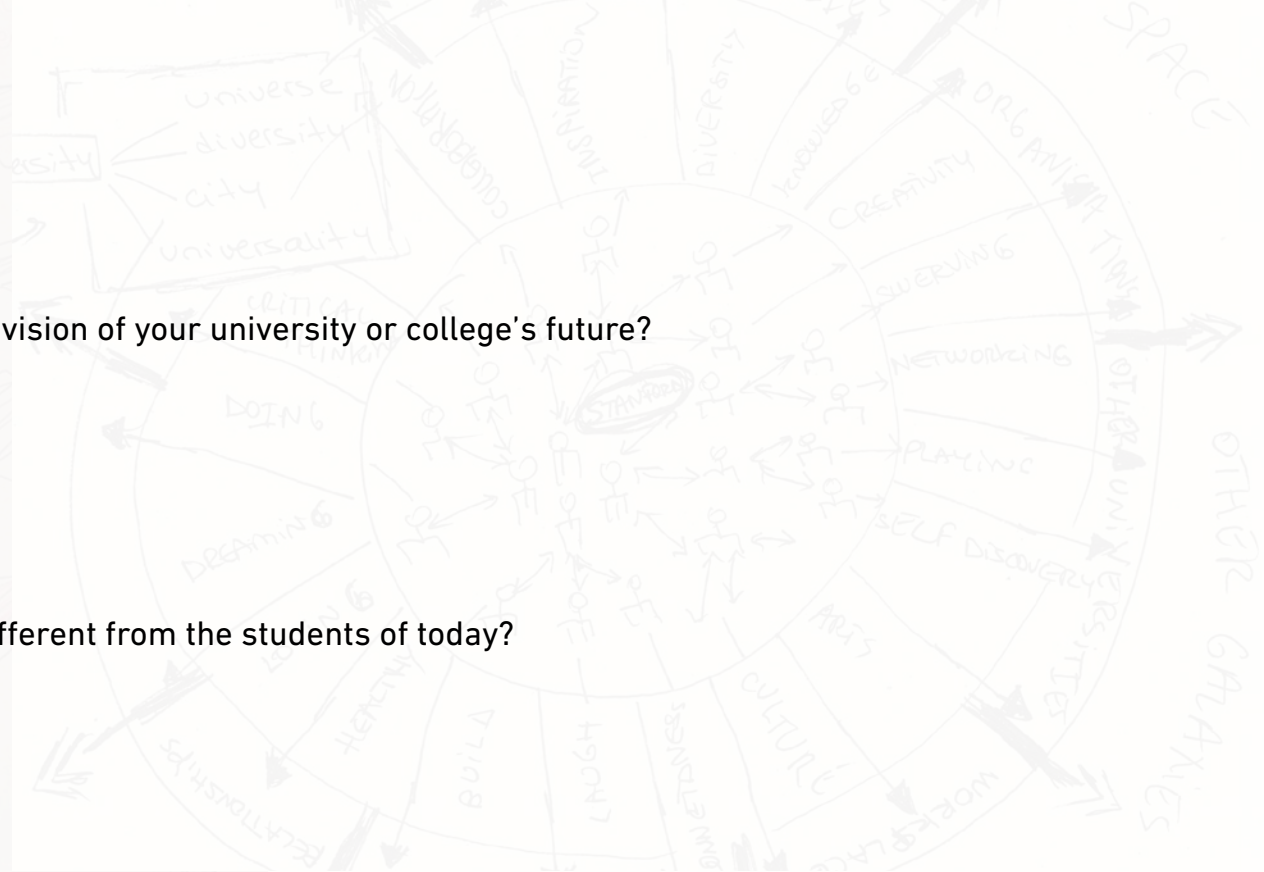
## WARM UP ACTIVITY

### REFLECTION QUESTIONS

(Individually or in a team)

1. What is the one defining characteristic of your vision of your university or college's future?

2. How are students in this future similar to or different from the students of today?



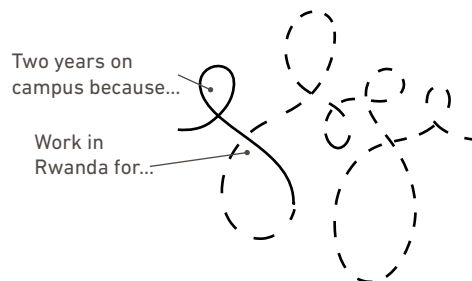
## ACTIVITY 1

### FIRST DAY AT COLLEGE

**Imagine that it is your first day in college.** During orientation you learn that you have been placed in a new pilot program. Instead of spending four successive years at college, you get 6 years to distribute throughout your life. Periods spent at the university are called “in-loops,” and periods spent in the world beyond the campus are called “out-loops.”

**Sketch your first few “in-loops” and “out-loops.”** How would one affect the other?

Copy and annotate the figure below or make your own.



**SUGGESTED TIME** 10-15 minutes

## ACTIVITY 1

### REFLECTION QUESTIONS

(Individually or in a team)

1. If you have already graduated from college, would you consider taking an “in-loop”? If you are still in college, would you take an “out-loop”? Why? Why not?
2. How did social factors (like staying with your cohort) factor into your decisions?
3. How would you know when to transition from an “in-loop” to an “out-loop” and vice-versa?

## PROVOCATION 1

### Open Loop UNIVERSITY

#### Why do we confine higher education to the early years of our adult life?

The advent of online learning hints at a vast demand for knowledge and skills throughout one's life.

An 'Open Loop University' could be a holistic approach to nurturing and supporting lifelong learning.

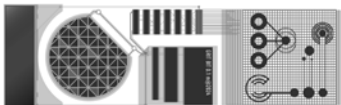
## ACTIVITY 2

### NO MORE FRESHMEN

**You are the Vice Provost for Undergraduate Education at your university.** It has been decided that the Freshman and Sophomore years will be abolished. Instead, a new Calibration phase has been launched, a flexible 6-18 month period right before a student would declare their field of study. The phase will help students in academic exploration and personal reflection, so that they move ahead based on individual readiness instead of age.

To support students in their Calibrate journey, you have requested a research lab to develop a device called 'The Grit Bit'. Write down three things that such a device could help students **know about themselves**. In what **learning contexts** will students use that information? (At this point, you don't need to consider how this device would work or what is technologically feasible.)

An artist's rendition of the  
how the device might look.



SUGGESTED TIME 15-20 minutes

## ACTIVITY 2

### REFLECTION QUESTIONS

(Individually or in a team)

1. What are some ways to help students address the same needs without using technology?
2. How would this knowledge help students navigate their educational experience?

## PROVOCATION 2

### *Paced* EDUCATION

**What if students moved through college based on their individual pace instead of age?**

Students would make better choices about what to study, and graduate with mastery of not just what they learn but also how they learn.



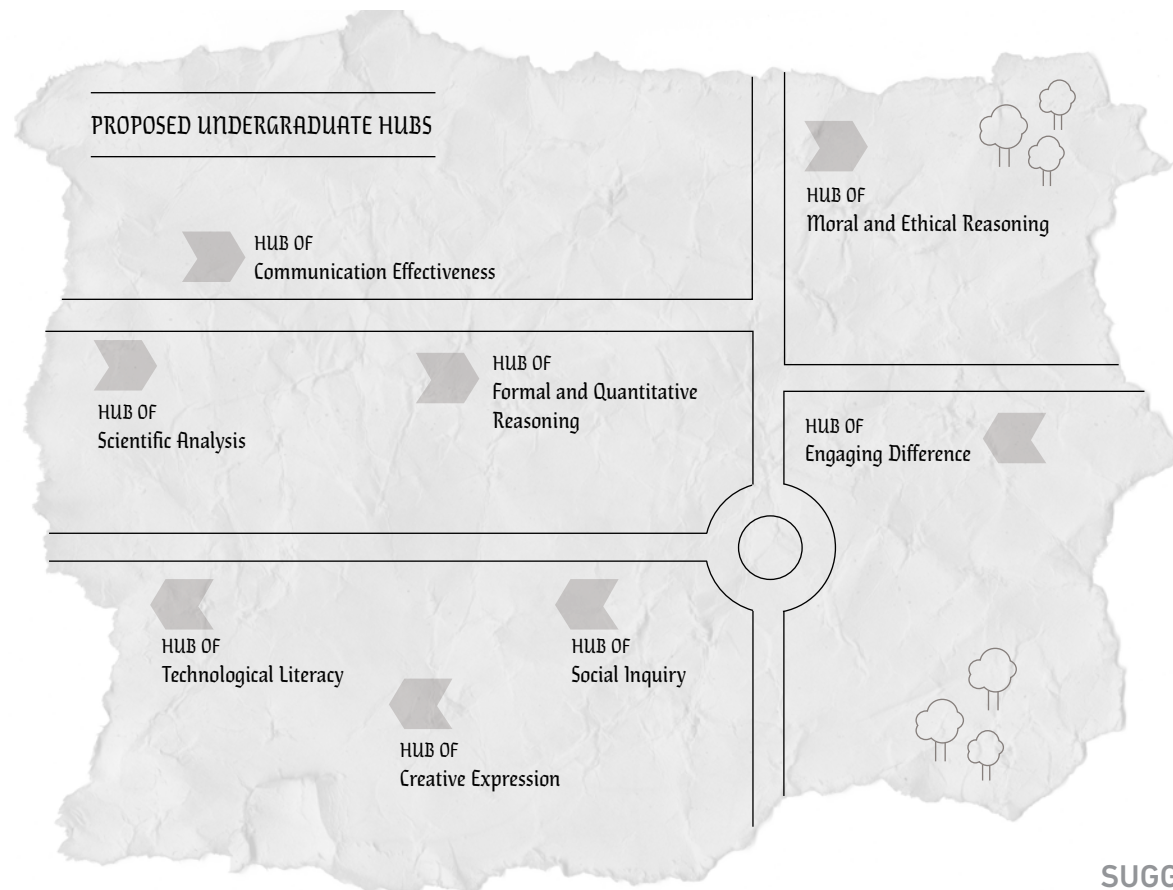
### ACTIVITY 3

## THE MAP FROM THE ARCHIVES

**You recently discovered an unusual map from your university's archives.** Instead of the departments or schools that most universities have, it had undergraduate hubs as shown below. Unfortunately, there wasn't any description of what these hubs were about.

1. Recall 5 classes that you took for your major. Mark the hubs most likely to have offered them.
2. Come up with 5 new class titles that would still count towards your major requirements, but would be offered in these hubs. Annotate these on the map.

(For example, if your major is Computer Science, what class in the Hub of Engaging Difference would count towards your major?)



**SUGGESTED TIME** 20-30 minutes



### ACTIVITY 3

## REFLECTION QUESTIONS

(Individually or in a team)

1. Would you take the new classes you have created?  
Why? Why not?
2. In what current ways do students have experiences similar to what might have been offered in these hubs?

### PROVOCATION 3

## Axis FLIP

**Students graduating today will invent new career paths that do not yet exist.**

Today, the major is the axis around which most learning experiences are designed. But what about transferability across fields?

To navigate our changing world, could we equip students with an education built on competencies that could be adapted and translated to many different contexts?

## ACTIVITY 4

### **THE MEMO FROM THE PROVOST**

**You are the Dean of a School at your university or college (the one that housed your undergraduate major).** You just got a memo from the Provost stating that your university is going to set up 5 'Impact Labs' around the world. These are facilities where students and faculty tackle global challenges on location.

You have been asked to propose two locations and explain why students from your School will benefit from it.

(Your helpful colleague from the School of Medicine told you that she was suggesting Ghana as a potential location, where medical students could study diseases related to water and sanitation).

A faint, stylized world map in shades of blue and purple serves as the background for the left half of the page.

#### ACTIVITY 4

### REFLECTION QUESTIONS

(Individually or in a team)

1. What kind of personal (and not just academic) learnings can students have from such an experience?
2. What would faculty members gain from such an immersion?

#### PROVOCATION 3

### Purpose LEARNING

**Could personal meaning and global impact become a part of the university lexicon?**

Purpose Learning reinvents the 'why' of higher education, both internally—finding personal meaning in learning, and externally—how it impacts the world.