**DEVELOPING THE STRATEGY FOR EDUCATION**

**Need for radical changes**

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**ABSTRACT** [Please write your abstract here. Abstract should be no more than 750 words in length and does not have to contain bibliographic references]

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| The recent lifetime of older delegates to this conference has seen radical changes in the aims and methods of higher education in most discipline areas. These are due to the burgeoning impact of the new technologies. The internet has rendered almost redundant the assimilation and regurgitation of facts and explanations which featured half a century ago in higher education. Programs and apps have taken over from laborious hand or machine calculations undertaken by and required of graduates. Today’s world therefore looks for different and demanding attributes in graduates emerging from higher education.  One new demand is for the purposeful development of higher level cognitive and interpersonal abilities, and the consequent ability to put these to good use. While this aim is clear, and its relevance today unquestioned, the pedagogy through which these outcomes can be achieved is less well established. Yet in the context of Urban Sustainable Development, it is increasingly necessary for graduates from a range of original disciplines to be able to update themselves sufficiently regarding recent developments, in order to engage in co-ordinated planning and decision making with graduates from other disciplines, and to present their own views and suggestions effectively and persuasively. There is thus value to be found in a radical change of emphasis in higher education. We need to concentrate on prompting learners to become action-researchers of their own practices, to examine and analyse their processes of analysis, evaluation, creativity and interaction, and hence to identify scope for enhancement and to profit from exchanges of experiences and practices with peers.  Higher education nowadays should also concentrate on preparing flexible graduates who are ever actively inquiring during their creativity and innovation. They must be tolerant and liberal in facing uncertainty and ambiguity, and above all ever ready to question their own as well as others’ assumptions. Today’s world in general and Sustainable Development in particular urgently needs creatively questioning professionals. Consequently, their preparation should develop and go on to utilise the ability to perceive, formulate, pose and seek answers to questions which have hitherto been un-noticed and unconsidered. This again calls for pedagogical change, away from programmes in which teachers asked questions and learners simply tried to provide adequate answers. That demand implies a radical change in the hidden curriculum of assessment, to place stress on the identification and posing of constructive questions, rather than on the answering of questions for which an assessing teacher already knows the answers. Graduates entering the sphere of Urban Sustainable Development will make worthwhile contributions there if they critically and also constructively question present practices, if they shrewdly question new proposals for viability and feasibility, and above all if their questioning leads them on to the generation of genuinely constructive and hitherto unconsidered options.  Today’s world features rapid change; it has been suggested that the half-life of an electronics curriculum is about two years. As today’s graduates move quickly into a changed tomorrow, they will need to take charge of their own further professional development in their own and other discipline areas. Someone engaged in Urban Sustainable Development should be updating themselves regarding the implications of new legislation; they should be ever heightening their awareness of the possibilities and requirements generated by current technological developments; they must ensure their ability to use social and other communication media to advantage for learning, planning, decision-making and quality assurance. The early vision of the reflective practitioner concentrated merely on reflection-on-experiences – learning from recent experiences and critical incidents. The more modern form of reflective professional practice in self-managed development envisages informed and creative reflection-for-action, leading into plans for arranging and monitoring personal and professional development. These in due course link with the closing review – which in turn points forward from summarising into the commitment to ongoing active experimentation which Dewey so stressed, and is currently sadly overlooked.  If delegates aspire to fulfil the aim declared in the second part of the conference title – education - then there is need for due consideration to be given not only to research into urban development, but to research into the educational processes which will prepare and sustain those involved in that development and of whom changing demands are being made. In this short paper, three radical changes in educational practice are suggested and commended. These are metacognitive analyses by active professionals of their own higher-level thought-processes; a hidden curriculum that rewards and encourages professionals in training to be creatively questioning then, and subsequently; and the integration of reflective practices to afford significant impact on self-managed professional development. |

**KEYWORDS** [List 3 to 5 keywords]

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| Keyword 1 | Higher-level abilities |
| Keyword 2 | Personal and professional development |
| Keyword 3 | Integrated reflective practice |
| Keyword 4 | Questioning |
| Keyword 5 | Change |

**SUBJECT CATEGORIES** [Select 3 to 5 WoS Subject Categories that the paper covers. Wos Subject Categories can be found in the first column of Table 1]

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| WoS Subject Category 1 | Education and educational development |
| WoS Subject Category 2 | Green and sustainable science and technology |
| WoS Subject Category 3 | Planning and development |
| WoS Subject Category 4 |  |
| WoS Subject Category 5 |  |

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