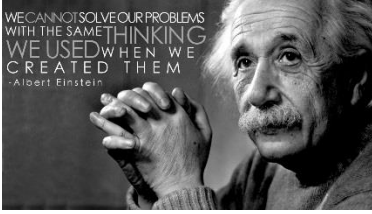


## A conversation on the Future of Higher Education



The 21st century is bringing humanity a multitude of unexpected complex challenges, but the current system of higher education seems to maintain its character from the modern industrial age. Compartmentalization, both among strictly confined disciplines and among narrowly defined educational scopes, still appears to be the dominant framework. Classrooms and workstations, namely neutral locations that are segregated from the outside world, still represent the predominant setting for knowledge acquisition and discussion.

On the other end a rapidly increasing number of students and educators alike find themselves unable to fit with the requirements of conventional career (and life) paths, while realizing that today's world is desperate for a new breed of attitudes, solutions and innovations that the current system can not provide. At the same time, the depth and variety of human potential for learning remains vastly unexplained and unexplored.

For these reasons, there seems to be an unmet societal need for the creation of entirely new educational programmes and institutions, that is ones authentically centered on human beings and the natural environment. Far from being purely idealistic or opposition endeavours, they could serve as pragmatic and evolutionary alternatives to those existing organizations and modus operandi that are understandably tailored on the needs of the current scientific and business establishments.

In order to initially explore and understand this vast topic, I propose a roundtable conversation anchored to a set of guiding questions, such as:

- What is higher education for and why?
- What higher education(s) does today's world most urgently need?
- Who among students and educators show the highest need for change? Who else in society share a wish for higher education to rapidly diversify and evolve?
- Which new types of experiences/attitudes/requirements will be demanded to educators and students alike?

And also:

- On which epistemological and pedagogical assumptions will the new educational models rest on?
- How will the new breed of educational institutions accomplish their mission and measure their success?
- Which guiding principles and control mechanisms will have to be in place?
- In which innovative ways could the new programmes be funded, and by whom?

We invite you to join this conversation. New ways to make the exchange as participative and constructive as possible will be experimented.

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