

120 YEARS



We Are Ernest

Philip Vergauwen, April 22nd 2023

**LIFELONG LEARNING WITH
FUTURE-PROOF IMPACT**

PBL & LIFELONG, “FUTURE-PROOF” LEARNING

1. Re-inventing learning: *“end-user research driven education”*
2. Value-adding learning: *“multi-disciplinary approach”*
3. A Bigger Footprint in Society: *“sharpening our value proposition for (more) co-creating partners”*
4. Leveraging our most important capital components: *“differentiated, learning competence focused excellence programs”*

WHY STIR OR SHAKE?

- Developments in the external, global environment clearly indicate
 - an increasing demand for *”impact of learning learning (outcomes)”* in a changing world
 - the need to focus on *“value adding learning”*
 - the call for a *“multi-dimensional skills set”*

A HIGH-VALUE KNOWLEDGE WORKER...

Competences such as:

use time efficiently, make your meaning clear, mobilize capacity of others, work productively with others, perform under pressure, assert your authority, negotiate, ...

remain important, but are **out-classed by skills and competences enabling:**

coming with and questioning new ideas/solutions, innovation mindset, acquiring new knowledge, being alert to opportunities, analytical & critical thinking, mastering and transmitting (sharing) your own expertise

REAL LEARNING

1. better **integrates research** (fundamental & applied) and **knowledge transfer** in an “**overarching vision**” on learning (> studying)
2. requires education with a strong, focused and at the same time multi-dimensional approach to **activating knowledge**
3. requires mastering a discipline with a focus on “**cross-overs and real contribution**”
4. to **solve problems** and **add value** for **business & society**
5. through an “**engagement driven value proposition**”

I don't mean to offend anybody, but I think that we get a lot of scientists now who are bent into a system, and we lose some of their boldness by that. Obviously, you have to learn the ropes, but I think it's important to do that without hammering out the radicalness that makes innovation happen.

[Taylor Wilson](#)

LEARNING & EXCELLENCE (1)

- **Responsibility** for your own & peer learning
- **Realistic expectations** of university, your peers & yourself
- Personal, social, academic & real-life **relevant development**
- Involvement and active, participative **engagement**

LEARNING & EXCELLENCE (2)

- equally important...
 - working **with and for** others
 - acknowledge and take “**risks**”
 - **humble but strong self-confidence** but willing to seek and offer “help”
 - **creativity**: enjoying new patterns that emerge from “old” ideas
- together: **co-creation**
- spirit of **freedom of thought, dependent autonomy and personal leadership**

AND YES:

- No excellent “teachers” without excellent “learners”
- Essentially focusing on the same overall skills set & competences for both
- With differentiation according to ambition, role, function, experience and individuality

Problem-based learning is **not** (per definition) ...

- focused on **practice only**
- about only **studying** & knowledge transfer
- a « new » pedagogy **replacing** « old and obsolete » ways
- about putting the student on **the same footing** as the teacher/tutor
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PROBLEM-BASED LEARNING

What it is
not ...

- A **vision** on and **attitude** towards **leveraging** knowledge and **transmitting** expertise
- Individual **contributions** to the success of the « ensemble »
- Personal **leadership, engagement** and **responsibility**
- Continuous **change** & changed **continuity** at the same time

PROBLEM- BASED LEARNING

Then what
is it?

A SIMPLE GAME AS AN EXAMPLE

- The Monty Hall problem (the three doors problem)
- What is « the » solution, what does « the solution » mean, how can we implement « the solution »?

THE MONTY HALL PROBLEM

What did
we learn?

- « the » mathematical/statistical « theoretical » solution is « unique »
- the difference between a strategy and a solution
- different strategies can be perceived as the « right » ones according to a priori beliefs
- the « right » strategy requires behavioural « controls »
- the « calculation » or « computation » is always « incomplete » and « multi-dimensional »