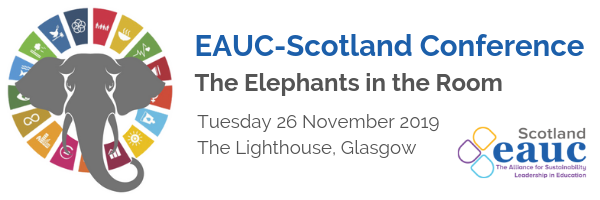
**Curriculum for the Future Workshop Notes**

**Peter Higgins – LfSS/ University of Edinburgh**

* Our disconnect from natural world makes us not realise we can change.
* We are susceptible to ‘shifting baseline syndrome’
* Sustainability is a complex of ‘wicked’ problems – how do we educate to address these? Universities and colleges are good at educating, knowledge exchange, policy and engagement – but they are measured and slow to change – which is not good in an emergency.
* Education systems of the world will have to adapt, deal with complexity, uncertainty and change. Learners will have to prepare and be prepared.
* We need to help students understand we are part of planet and not separate.
* “In science, being wrong is only just second best to being right.”
* Graduates need to help find solutions to technical issues for a sustainable future.
* Institutions are good at assessing knowledge, but we can access that already, we need the multi disciplinary thinking skills.
* We need to focus on ‘refounding’ people and civilisation.

**Alec Wersun, PRME, Glasgow Caledonian University**

* Barriers to transforming the curriculum: 1) Massification and standardisation, 2) Traditional learning and teaching, 3) Traditional methods of assessment
* We need to accelerate innovation in the curriculum.
* There are very few binary choices – we must teach systems thinking.
* There needs to be a big push to teach and learn emotional intelligence.
* Knowledge is inconsequential – it’s being sustainability minded that is of more importance. The ability to way up people/ planet/ profit – it’s a different type of intelligence.
* We should use the SDGs to connect and frame this thinking.
* There are 3 really good open source platforms to enable educators to develop this mindset in students: Sulitest (which gives the basic level of sustainability literacy we should all have), Aim2Flourish, and WikiRate.