Towards a Community Learning
In the Age of “Learning to Be” and “Learning to Live Together”

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Peace through Education

Prologue: the Journey of Kyung Hee
Toward Conscious Higher Education
“Indeed, the signs of the times tell us that the ‘age of co-operation’ has come. The only feasible way in which we can improve the world situation is to enter into the gate of ‘Common Prosperity’ on the basis of enlightened self-interest.”

– Dr. Young Seek Choue, founder of Kyung Hee University (1965), 1st IAUP Conference, Oxfordshire
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Prologue:
Toward Conscious Higher Education
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Mission of Education and Learning
In the 21st Century

“Learning to Know”  “Learning to Do”  “Learning to Be”  “Learning to Live Together”
Consciousness: Two Dimensions of Awareness

1. Who are we? Mission
   - My ultimate (and ontological) lifetime purpose?
   - Reflective thinking on Self; Being

2. My footsteps on Earth? Impact
   - What is the right thing to do? My behavior? (Justice)
Selected Psychological Characteristics of Self-Actualization

- **Superior perception of reality** *(more authentic, less influenced by idealization)*
- **Increased acceptance of self, of others, of nature**
- **Increased in problem-centering** *(removing self from the equation; not interested in being a hero)*
- **Greater freshness of appreciation, and richness of emotional reaction**
- **Increased identification with the human species**
- **More democratic character structure** *(genuine sense of equality, fairness)*
- **Greatly increased creativity**
- **Changes in value system** *(values shift from materialistic, narcissistic influences to others-centered influence)*

*Explanation in italics added by authors.
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Substance of Learning: “Learning to Be”

- self-awareness and awareness of others
- cultural empathy and globality
- principled decision-making
- social responsibility
- ecological sustainability
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Substance of Learning: “Learning to Live Together”

- understanding of others, of their history, their tradition, and their spirituality
- from independent to interdependent
- global citizenship and responsibility
The Transformational Model: People, Pedagogy, and Institution

People

Pedagogy

Institution
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Transformational Model: People

• towards a conscious professor
• planned learning vs. emergent learning
• value of values in learning
• stakeholder participation
• referent power based leadership
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Transformational Model: pedagogy

- emerging knowledge and experiential learning
- trans-disciplinary teams
- from hypothesis testing to sense-making exploration
- holistic system approach
• redefining purpose, vision and values
• curriculum design based on complex system approach
• multi-stakeholder participation (open system approach)
• community of learning
• Spirit of Kyo-Hak-Sang-Jang

- towards a community of learning
Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature.

- Pope Francis, (Laudato Si, 215)