



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

**Dubrovnik, Croatia
September 22nd, 2015**

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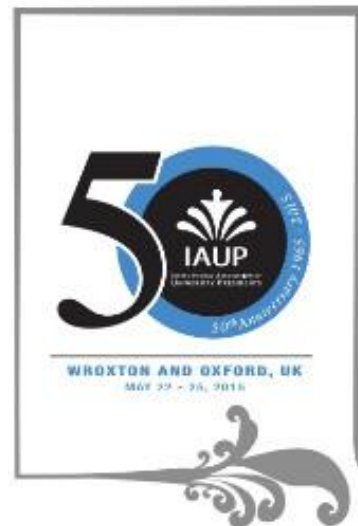
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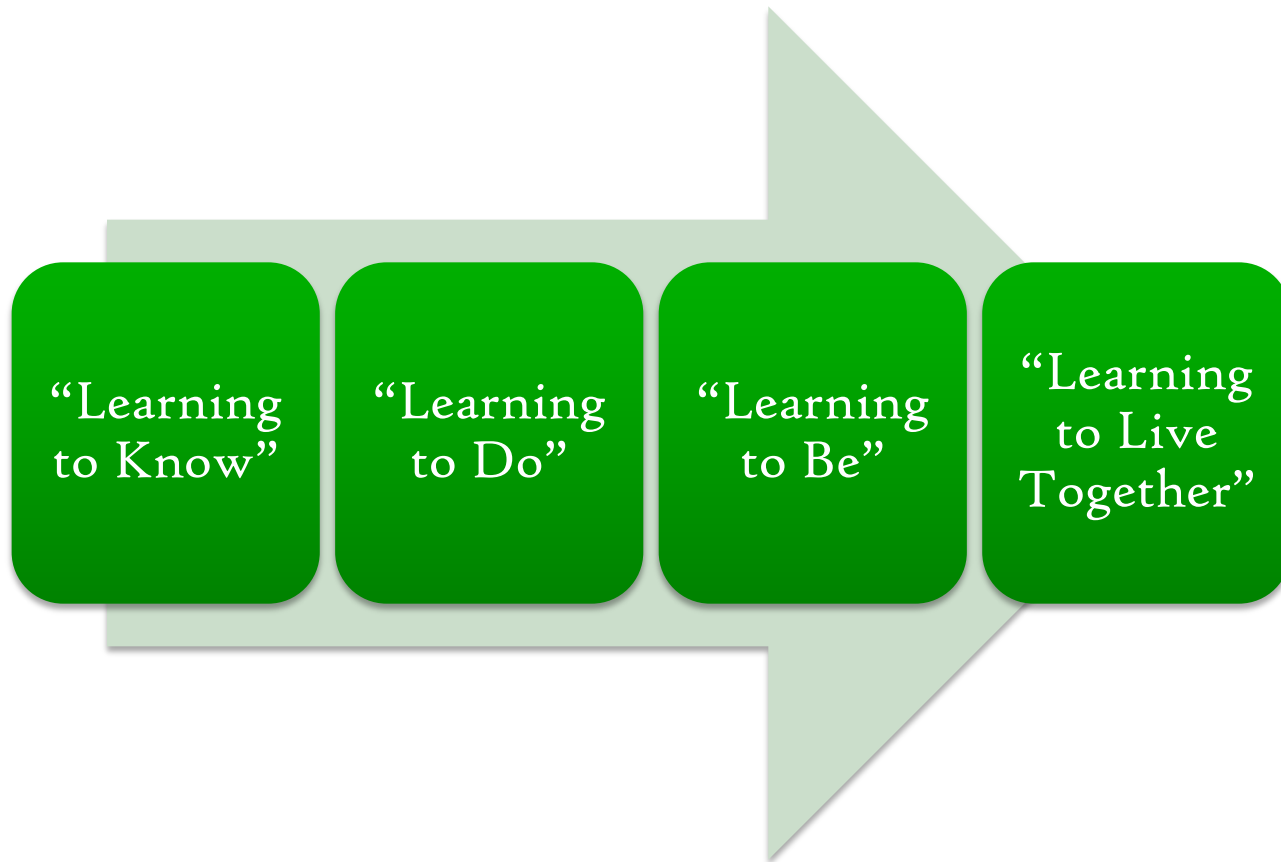


“Indeed, the signs of the times tell us that the ‘age of co-operation’ has come. The only feasible way in which we can improve the world situation is to enter into the gate of ‘Common Prosperity’ on the basis of *enlightened self-interest*.”

– Dr. Young Seek Choue, founder of Kyung Hee University (1965), 1st IAUP Conference, Oxfordshire







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)

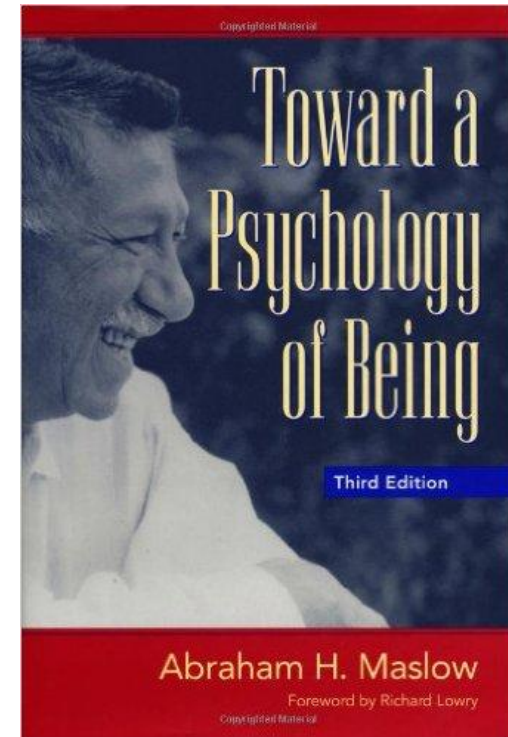


Selected Psychological Characteristics of Self-Actualization

- **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.

Source: Abraham H. Maslow, *Toward a Psychology of Being*, Van Nostrand Reinhold, 1968, p. 26

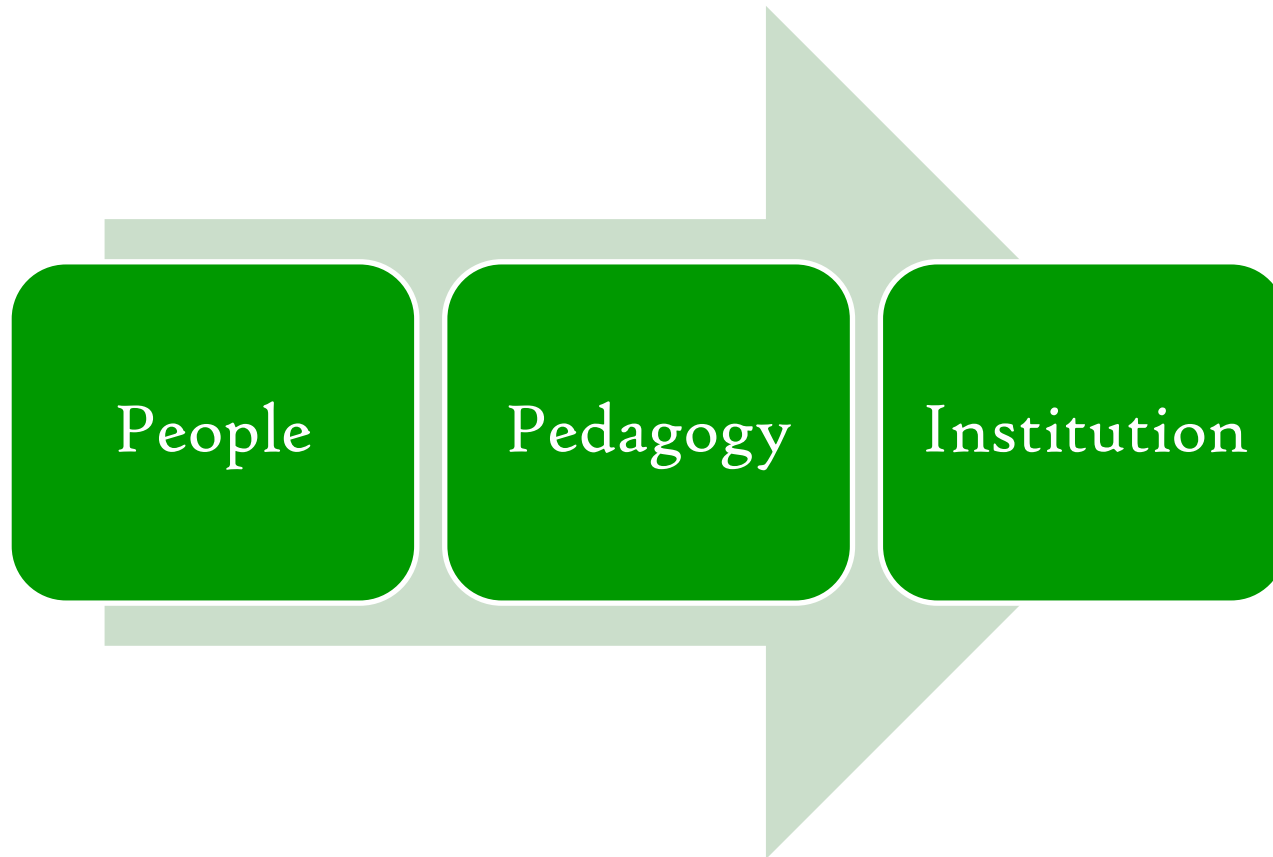


- self-awareness and awareness of others
- cultural empathy and globality
- principled decision-making
- social responsibility
- ecological sustainability



- understanding of others, of their history, their tradition, and their spirituality
- from independent to inter-dependent
- global citizenship and responsibility





- towards a conscious professor
- planned learning vs. emergent learning
- value of values in learning
- stakeholder participation
- referent power based leadership



- 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)

