

~~Students as Activists~~

a Manifesto

Mike Tennant, Centre for Environmental Policy

Influences

John Dewey: Experience and Education (1938)

Richard Rorty: Education as Socialization and as Individualization (2000)

John Dewey and Arthur Bentley: Knowing and the Known (1949)

Keri Facer: Using the Future in Education (2016)

From transaction to trans-action

- education is embedded in a dynamic web of influences
- the configuration of those, and the roles agents play, direct possibilities and outcomes for all agents
- meaningful education changes the student and, possibly, the system

Resistance and Transgression

- normal higher education is often *mis*-education
- the pursuit of knowledge acquisition for its own sake is never universally justified
- higher education systems should allow for radical deviation if it results in progressive growth

Taking the Future Seriously

- the future is possibilistic, not probabilistic
- control is an illusion
- higher education should allow for the potential of novel possibilities emerging

Nurturing a Love for Learning

- become radically experimental
- use learning outcomes to reward curiosity and emergent behaviour
- resist the encroachment of managerialism internally and externally
- set expectations and develop norms that allow for democratic, possibilistic education
- students, staff, and Imperial can become activist