

Canadian Association of Graduate Studies/ SSHRC Project
Imagining Canada's Future Research Challenges

MDes Strategic Foresight and Innovation
OCAD University

Innovating Canada's Higher Education
April 8, 2015

Overview

The SSHRC roundtable was uniquely convened as a graduate student-led panel and community workshop held as part of the monthly civic inquiry series Design with Dialogue. Peter Jones convenes Design with Dialogue at OCAD University every month as an open community for exploring inquiry and practice for social transformation.

A group of about 25 public and student participants assembled for the April 8 Design with Dialogue session, opening the panel session at 6:15 with a group of 7 Strategic Foresight and Innovation students presenting a moderated panel to discuss the questions. Two students performed live visual recording of the brief panel presentations and the plenary dialogue that followed. The student team developed an engagement method to convene and capture contributions from public and student participants in small groups, dealing with the specific sub-questions proposed by SSHRC and Canadian Association for Graduate Studies (CAGS):

The roundtable and dialogue contributes to Imagining Canada's Future, the strategic development of next-generation social science for the Social Sciences and Humanities Research Council (SSHRC) with CAGS. This Dwd event and sponsored by SSHRC and CAGS.

Thank you to the Canadian Association of Graduate Students, Lenore Richards, Program Director of the Strategic Foresight and Innovation program, and the OCAD University Graduate Studies.

Thank you, Professor Peter Jones for the opportunity to host an engaging conversation for innovative learning in Canadian higher education with ourselves and many from the academic community in the Design With Dialogue group.

Our question was one of the SSHRC key Future Challenge Areas.

Canada is at a tipping point in the way higher education, structured and delivered with respect to the knowledge and skills required for the 21st century. The panel discussed with the audience the following question:

What new ways of learning, particularly in higher education, will Canadians need to thrive in an evolving society and labour market?





Panelists

Inessa Chapira	inessa.chapira@gmail.com
Christina Doyle	christinacdoyle@gmail.com
Corey Norman	balanceonearth@gmail.com
Peter Scott	continuumdesign@gmail.com
Dione Scott	ds14fo@student.ocadu.ca
Jacqueline To	jacquelineto28@gmail.com

Rapporteur

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Event Team

Maggie Greyson
Ana Matic
Goran Matic
Patrick Robinson
Ryan Voisin
George Wang
with the generous assistance of Professor Peter Jones

**About the format:**

Students of the OCAD University Strategic Foresight and Innovation graduate program responded enthusiastically to the Canadian Association of Graduate Students' invitation to host a panel for Imagining Canada's Future.

On March 30th we made a public call to discuss the future of Canadian higher education through the Design with Dialogue monthly salon with the Strategic Foresight and Innovation community.

This date and event location was chosen because of the corresponding interests with the knowledgeable members of the Design With Dialogue community. Previous events demonstrate they are highly engaged participants with experienced in the generative dialogue format planned. Five students hosted the evening as organizers.

We began the session with a short panel discussion, energized the attendees with a lunchbox dinner, where they could mingle over the panel position statements and gave time for attendees to choose a discussion table based on the following subquestions lead by the following SFI students.

Peter Scott 'What knowledge, skills and delivery methods are required in order for the public education system to create an innovative, resilient and culturally rich society?'

Christina Doyle 'What aspirations and expectations will a diverse and global citizenry bring to the work environments, jobs and labour markets of the future?'

Jacqueline To 'What conditions are needed for new models of research—particularly, co creation of knowledge with the public, private and/or not for profit sectors—to flourish?'

Dione Scott 'What roles will emerging and/or disruptive information and communication technologies play in learning for individuals, institutions and society?'

Corey Norman 'What role should individuals, institutions and governments play in promoting and supporting the life cycle of knowledge—including creation, accessibility, retention and mobilization—across sectors, both domestically and internationally?'

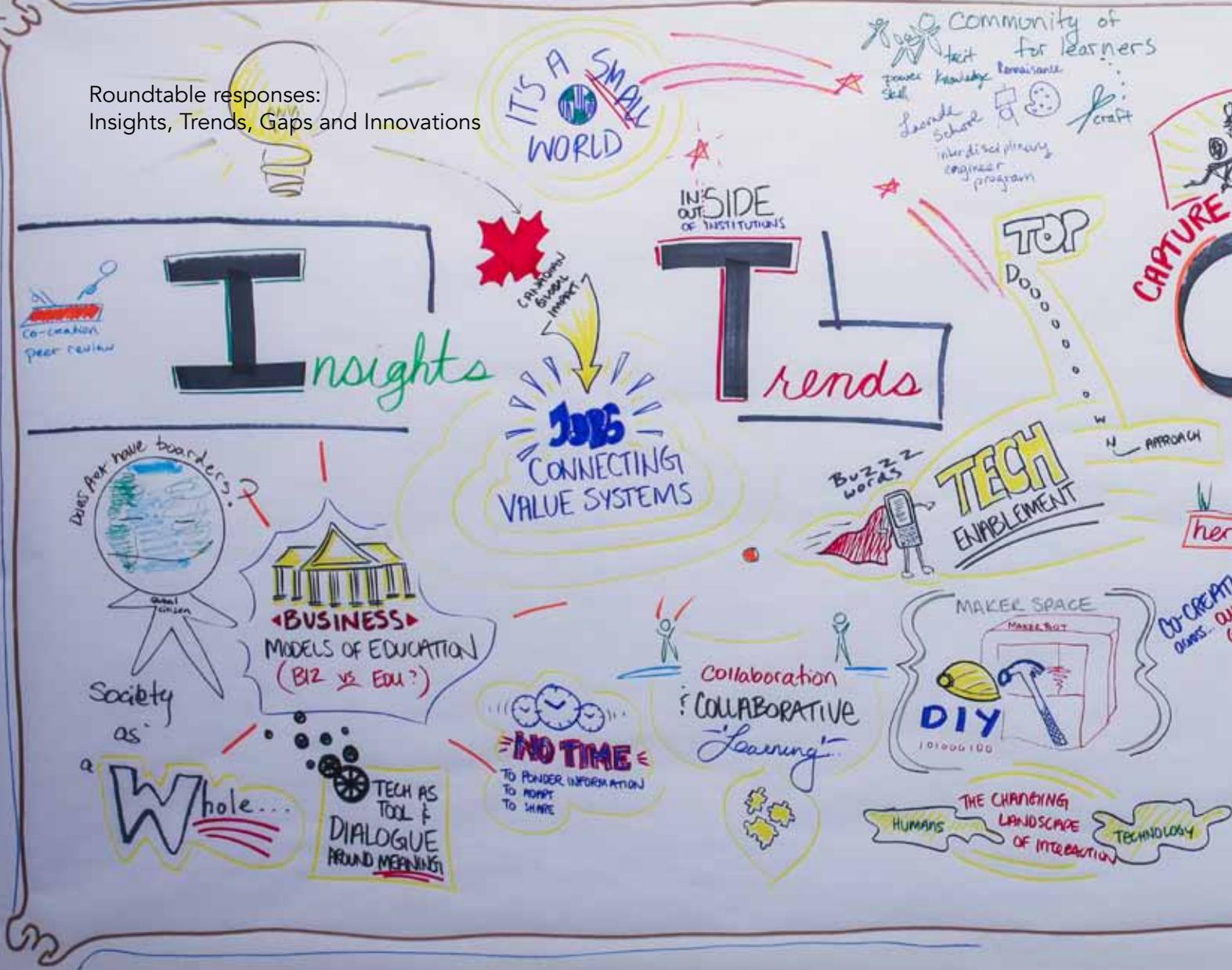
Inessa Chapira 'How can we harness Canada's strength and innovation in the arts, digital media and cultural industries to build social, economic and cultural well being?'



A summary of important ideas that emerged from this roundtable includes:

- Post-secondary education is being disrupted by the easy access to information.
- For example: we now have open access to knowledge with free online courses from the most prestigious universities, pocket schools, personalized education, and the practical need for apprenticeship and partnership with companies and foundations.
- Classrooms are changing.
- They are becoming more interactive, supportive and embracing creative thinking, and “street smarts”.
- Research methods are evolving incorporating co-creative and participatory research methods.
- Hard skills and soft skills are increasingly important for successful adaption to work life?
- There is a disconnect with the skills businesses say they need from their staff.
- Soft skills such as communication, collaboration and creativity are becoming essential.
- Liberal arts are important. They teach you how to learn, work in a team and bring value and there is a risk of them disappearing with the trend of school as a business.
- Is global citizenry becoming a requirement?
- How do we have an impact on the environment?
- Education is a national conversation and universities need to look outward.

Roundtable responses:
Insights, Trends, Gaps and Innovations



In conclusion:

1. The liberal arts are important for a culturally rich society, increased cultural sensitivity and envisioning tomorrow.
2. “Generation Z” sees the world in a different lens. Social media, digital tool and travel make us more connected than ever before. Technology enabled education, the DIY trend, and individuals learning skills online will continue to evolve. For example MOOCs (Massive Open Online Courses) such as Yale, MIT, UCLA, and Stanford.
3. We call for more cross-disciplinary education, open studio courses, and problem based learning. Some examples are:
 - The Lassonde School of Engineering at York University creating the renaissance engineer
 - Master of Design: Strategic Foresight and Innovation at Ontario College of Art and Design University
 - Quest University Canada, a good liberal arts model
 - In Hong Kong, Morningside College has emerged inside the Chinese University of Hong Kong as a residential liberal arts college consisting of “a community of people learning together.”

1. What knowledge, skills and delivery methods are required in order for the public education system to create an innovative, resilient and culturally rich society?

“We have to decide what kind of country we want to be and let this guide our institutions. Particularly, our education institution must change with the demands of employers and the demands of citizens.”

-- Peter Scott



Peter Scott

Peter has a BFA degree (honours) in fine arts from York University and recently completed his Master of Design. He has worked at the University of Toronto Rotman School of Management Executive Programs as a resource coordinator and a program manager. His career skill focuses on adult learning in business and entrepreneurship education (he has taken several entrepreneurship business certificate programs: MIT Sloan School of Management, Wharton School of Business, INSEAD School of Business and Rotman School). His research includes classroom experience, scaling up small businesses, microfinance, social finance, and systems and design thinking methods.

Peter's Major Research Project (MRP)/Thesis at OCAD University is on Social Finance Education Professionals, and has written several blogs on the topic including at SocialFinance.ca <http://socialfinance.ca/2014/07/14/brazilian-forumsocial-finance-impact-business/> and the Toronto International Microfinance Summit, Book club blog <http://www.torontomicrofinancebookclub.com>

Position Statement by Peter Scott

Metaphorically

21st Century education has decided to leave or graduate itself from the traditional classroom setting, with the idea that, it can return every now and then to say 'hello' to the cats eye glass English literature prof, or its tweed-coat pipe-puffing professor.

What we need are the 3C's – communication, creative and collaboration skills for the 21st century knowledge economy. We need creative skills, because people have to be nimble and interact across departments, and learn how to deal with failure.

Liberal Arts Knowledge – Creativity

A liberal arts knowledge-based education is still relevant today to help develop an innovative culturally rich society because of its balanced approach.

It's initial intent in the early part of the 19th century, was to integrate Arts and Science. But our educational institutions have not changed to reflect what people are interested in learning and talking about, hence, we are at a tipping point.

Communication Skills

Creative arts skills are essential. Richard Florida talks about the importance of the rise of the “creative class” suggesting that they play a significant role in our economy. Many employers seek creative people without actually saying they do because they know that they are essential. For example, financial consultant firms will need good writers and artists to tell the right story. Most consultant businesses build on who tells the most compelling narrative.

Collaboration – Enabled by technology “education is on the move”

For the past 20 years, technology as a driver has been changing education from the classroom, to the Internet, to mobile. We are already using technology in colleges and universities to augment learning. In some secondary school, the “flip classroom” has been experiment with, where students read at home and interact more at school with instructors. Another concept is the “pocket schools” which allow marginalized population to access school on a tablet (the school goes to them instead of them going to school). Collaborative “team” learning is also essential. We have seen a shift in business schools, for example, that are becoming more socially aware.

INNOVATION OPPORTUNITY

Cultural entrepreneurship can be a specific advantage for Toronto, Canada, both socially and graphically. This will help us to think sustainably and inter-generational, for long lasting change.

There's a huge disconnect right now between what we need from our education system and what our education system can offer.

There is untapped potential and creativity from many diverse communities including Aboriginal First Nations people and new immigrants.





Notes from the Roundtable

with Peter Jones, Nina Czegledy, Peter Scott

Insights:

1. Crisis: Does our current system of higher education have the adaptive capacity to shift onto the future? We need flexibility in the education system.
2. Business model forces on educational institution – driven and purpose is subject to a rigid business model, as schools are operating leaner and meaner.
3. Strong influence of business schools on education. Branding of schools as business e.g. UofT now has the branded “Rotman” School of Business, and is now referred to as that - instead of the UofT School of Business. This is a warning that the ‘business of schools’ [might be] creating a contra-distinction to creating a culturally rich society - makes it harder to be more holistic or create a ‘whole value’ space. Business schools are being operated more and more like a businesses.

Trends:

1. Private funding in university, for example, Pierre Lassonde’s School of Engineering at York University; endowment as a trend. A [team comprised of] 50% women worked with York to create the diverse, and truly interdisciplinary “renaissance engineer” programme [designed to be] diverse and values oriented. They engineer everything and a [fundamentally embody] a different approach, more [towards] bringing other disciplines to incorporate liberal arts education and across the curriculum - and new forms of collaborative learning.
2. Liberal arts; at risk of losing the humanities in education (negative trend).
3. Humanities are obsolescent in business, while IT, Engineering are emphasized.
4. Trend in technology enabled education.

5. D I Y Educational trend towards individuals leading their own skill development online

Gaps:

- Interdisciplinary education is important for breaking down silos in universities e.g. Strategic Foresight and Innovation MDEs at OCAD University
- STEM drives out other value (humanities etc.)
- Impact of new media and social media on generations of learning
- Driven by money therefore getting established in arts and humanities is a challenge

Innovations:

'I think what really jumps out for me with this question is the tension between private sector and educational institution and just how much there is a pull and push between the two areas and how you resolve that is really important. The idea of commercialization is critical. How do you commercialize knowledge for example? I think that the idea of intergenerational change is really important and on how you look at the knowledge, and that looking at knowledge from institutional perspective is not always the correct way, for lack of a better word. The indigenous knowledge is built into the environment not always written down cannot be commercialized and monetized.'

-- Peter Scott

1. International program events and reuniting for example AHO HIOA in Norway, or Design in Argentina or Bolivia PhD

2. Relational learning (capturing legacies) - Mentoring Focused education

- Incorporate tacit knowledge and indigenous knowledge into curriculum.
- risk of losing knowledge from older citizens carry knowledge that we may lose, such as social and craft disciplines, arts, fiction writing and editing (now that anyone can publish online, are we becoming better writers?)
- collaboration
- DIY learning, filling in their own knowledge gaps with online courses that may evolve in the 5-10 years
- more engaging for the next generation and media labs and media hacker labs
- a lot of knowledge is embedded
- a foundation of culture

3. Open studio courses and problem based learning

1

What knowledge, skills and delivery methods are required in order for the public education system to create an innovative, resilient and culturally rich society?

Peter Scott
Nissa Gagliardi
Peter Scott

INSIGHTS

- CRISIS: Does our current system of higher ed have the adaptive capacity to shift work?
- Flexibility
- University paper is subject to a rigid budget model, driven by budget needs
- Business Model Forces
- Branding of schools as Business

TRENDS

- Humanities are disappearing as business, engineering, and digital
- Tech. enabling Ed.
- Liberal Arts at Risk
- DIY Education - Trend toward individuals leading their own skill dev. online
- Lassonde School as Trend - \$, 10, 90's
- Private Funding

GAPS

- Gap in Informal education
- Import of non-formal makes a generational learning
- Driven by Money getting established in Arts & Humanities in Culture
- STEM drives out other side

INNOVATIONS

- International Programs Reuniting + Growth
- DIY LEARNING AND MENTORING AHO, HIOA Norway
- Relational Mentoring Foun of Educatn

2. What aspirations and expectations will a diverse and global citizenry bring to work environments jobs and labour markets of the future?

“I do believe Gen Z is the closest to the concept of Global citizenry that we know today. This group has been inspired by exposure to the ability to participate in social change and philanthropy trying to address the wicked problem of poverty, while gaining an understanding of the wonders of the world and the people who live in it.”

-- Christina Doyle

Christina Doyle



Christina Doyle has an undergraduate degree in Sociology from the University of Guelph and was most recently the Manager of Brand Marketing and Partnerships at Plan International Canada. As one of the world's oldest and largest international development agencies, Plan is focused on creating sustainable change and improving the lives of children. Joining Plan Canada in 2010 after being inspired by their newly launched Because I am a Girl campaign, Christina led the campaign to see unprecedented success in engaging Canadians to support girls' rights in developing nations via their donation and personal engagement. The campaign's approach to solving the problem of global poverty focused on a solution that had long been overlooked and ignored: the investment in young girls' education, health and well-being. As the lead on Plan's Because I am a Girl brand campaign, Christina was responsible for the national brand awareness strategy and execution, including advocacy initiatives at public and government levels, advertising and public engagement. As a current graduate student Christina seeks to compliment her work experience with the hard skills to lead complex problem solving in the not-for-profit and private sectors.



Position Statement by Christina Doyle

“Global citizenship or world citizenship typically defines a person who places their identity with a “global community” above their identity as a citizen of a particular nation or place. The idea is that one’s identity transcends geography or political borders and that the planetary human community is interdependent and whole; humankind is essentially one.

This is a truly beautiful notion given our current state, as it does throw to an almost harmonious idea of humans coexisting. I do believe WE ARE HEADING TO THIS STATE...but not there quite yet....I believe this idea is still sitting on the fringe as we continue to compete nation to nation in a global, mostly capitalist economy.

Connection to each other is key here, and there is no doubt that we are the most connected we have ever been in history. Although we are becoming more connected through social media, digital tools and travel, we are also not necessarily disconnecting from our national identities. Job force is still in our backyard

An example of a challenge with moving to a more formalized interpretation of global citizenry is the coordination of Mutual traditions and values across cultures and nations. Although Toronto is a great representation of a cultural melting pot, this is not a widely known state across the globe with foreigners who migrate known as “immigrants” or “ex pats” rather than citizens... a signal of change might be the newly launched e-residency program from Estonia that offers capabilities to non-residents digitally.

Example of a signal to create momentum to move in this direction is the intensification of the Climate change recognition and dialogue. I think the future of our labour force will be driven by us becoming closer to the realities of our environmental impact. Since the industrial revolution and steep population growth of the last two centuries, along with science and technology aids and information, global citizenry will need to be a collective agreement to join together to create a more sustainable future.”

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anadians need to thrive
evolving society
labour market?



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Notes from the Roundtable

with Unesh, Peter and Christina Doyle in two themes: A) global sustainability and B) global culture

CHRISTINA:

We talked about how Canadian heritage right now is actually a global heritage, so we have this kind of unique place in this discussion to really think about that future.

We talked about the departure from the longterm career into the short term career.

I think [value system connected to jobs] is actually kind of a hot topic. I know in our program we talk about it quite often. All of us want to be the change we see in the world and want to connect on a value system level to our career path, but are there a lot of jobs that offer that? If not are we going to create them?

We had a good idea that there should be more focus on language in the school system. A fact that I heard today, there's 140 countries represented in just here in Toronto. Why don't we see if there's a way that we can capitalize on sharing that knowledge and have language skills be developed others.

Insights:

- There was good discussion attempting to define what “global citizenry” truly is. Is it a Global structure of rights? Is it about Solidarity? Or mobility? (moving in a global setting all for one or one for all)
- Emotional connection leads to a global family. Can global citizens have intrinsic rights? What is the difference between humanity and information?
- Is it a Canadian with global heritage? How will our diverse value system further diversify?

Trends A) careers for Global sustainability

- Environmental sustainability currently learned values not cultural norms across the globe
- Departure from long term “career” into short-term jobs
- Entrepreneurship
- People all want to be the change that we see in the world or can we create the jobs that we want?
- People want jobs connecting to true value systems

Trends B) Global culture

- With the diversity of Canadians, we are already a global citizenry.
- Trend persists of exclusion of people beyond our tribe
- A value of cultural artifacts

Gaps in education and sustainability due to economic disparities:

- 4 billion people in developing countries are not accessing education
- Globally: sustainability is not on everyone’s agenda (how would we negotiate our changing world)
- Currently only the rich can “buy-in” as sustainability has a price tag
- Business incubators are for creating resumes rather than sustainable businesses
- Enculturation is currently not flexible
- Classification leads to broad binaries
- Using language skills

Innovations:

- Bridging programs for example pharmacy with enculturation
- Global tax for global welfare? For example Canadian healthcare
- More focus on language in school system (how do we capitalize on the 140 countries representative in Canada)
- Twinning neighborhoods
- eco-conscious schools
- generational knowledge

What aspirations and expectations will a diverse and **global citizenry** bring to work environments, jobs and labour markets of the future?

USHNESH PETER
CHRISTINA

INSIGHTS



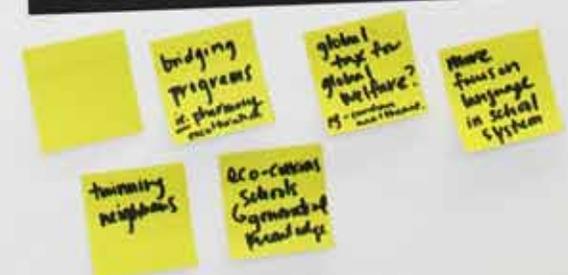
TRENDS



GAPS



INNOVATIONS



3. What conditions are needed for new models of research -- particularly, co-creation of knowledge with the public, private and or not-for-profit sectors -- to flourish?

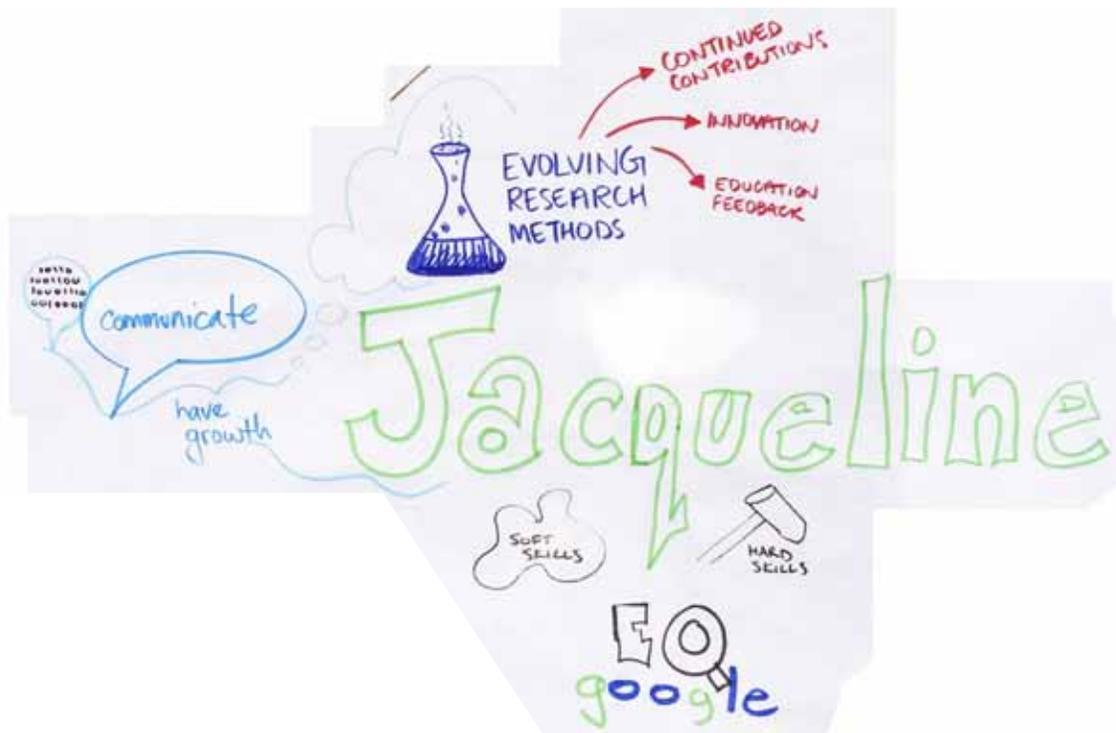
“In research we want to focus more on co-creation involved in beginning, middle and end of that process”

-- Jacqueline To



Jacqueline To

Jacqueline To is an experience designer and change maker. Propelled by her need to help others realize their ideas and communicate stories, Jacqueline’s work is drawn to civic engagement and participatory design initiatives. She believes that fostering education will help make a generation that can envision a better world. Jacqueline has worked in design research and communications for the past five years. She is also a service designer for DesignJam, an educational skills service for social entrepreneurs.



Position Statement by Jacqueline To

*'What does innovative and evolving research methods in higher education look like in the future?
I am doing my Master Research Project on differentiation policy in Ontario and how that might that
influence communication between disciplines.'*

'How will shifting availability of this kind of research getting involved in research?'

*'Is there a way of getting participants involved after research is created after that research process?
How can they continue to contribute?'*



Notes from the Roundtable

with Don, David, Allenna, Jackie

JACKIE:

'Some of the insights we gathered though our conversation... Co-creation vs non-cocreation and balancing the focus on both...

That university testing is individual and that maybe that affects on how people relate to one another...

Some of the trends and influences...

Collaborative learning, learning about how people actually learn to collaborate with each other...

Some of the gaps that we came up with...

hypercompetitiveness and cultures being afraid of sharing...

and the increase in funding for the industries of tomorrow and funding issues that will arise in the future'

Insights

- Discussion involved collaboration, open access, and co-creation in research.
- Balancing the focus on both non-co-creation versus co-creation, is less more?
- Co-creation process and goal
- University testing is individual based but how does it effect how people relate to each other (competition)
- The speed of the research project. How long it takes, influencing when publications can publish.
- What is the open access of publications?
- Short-term publications lead to open access
- Research actual data leads to policy
- Public policy and changing interests and objectives
- Need for universal relations leading to corporate initiatives
- New curriculum idea career class and civics

Trends:

- Aging population
- Automation of work process
- Peer review needs to be more thorough
- Collaborative learning how people learn to collaborate with each other
- Urbanization and the aging population
- Better direction from policy
- Big data too much data? how do you communicate that data to the public?
- Learning about how people actually learn

Gaps:

- Incoming inequality
- Afford education barrier, can you still participate in research process if you cannot afford it?
- Hyper competitiveness and cultres is being afraid of sharing increase in funding is going up for industries of tomorrow not just ones of today arise in the future
- What are best practices for research? The habit of the closed culture
- Intellectual property
- Relationship and human centered
- Promotion and communication with public
- Missing services in the University What are the exemplars?

Innovations:

- A marketplace for research matchmaking
- Intergenerational education
- open source movement
- life long education
- vertical integration of learning.

What conditions are needed for new models of research—particularly, co-creation of knowledge with the public, private and/or not-for-profit sectors—to flourish?

Don, David, Allenna

INSIGHTS



TRENDS



GAPS



INNOVATIONS



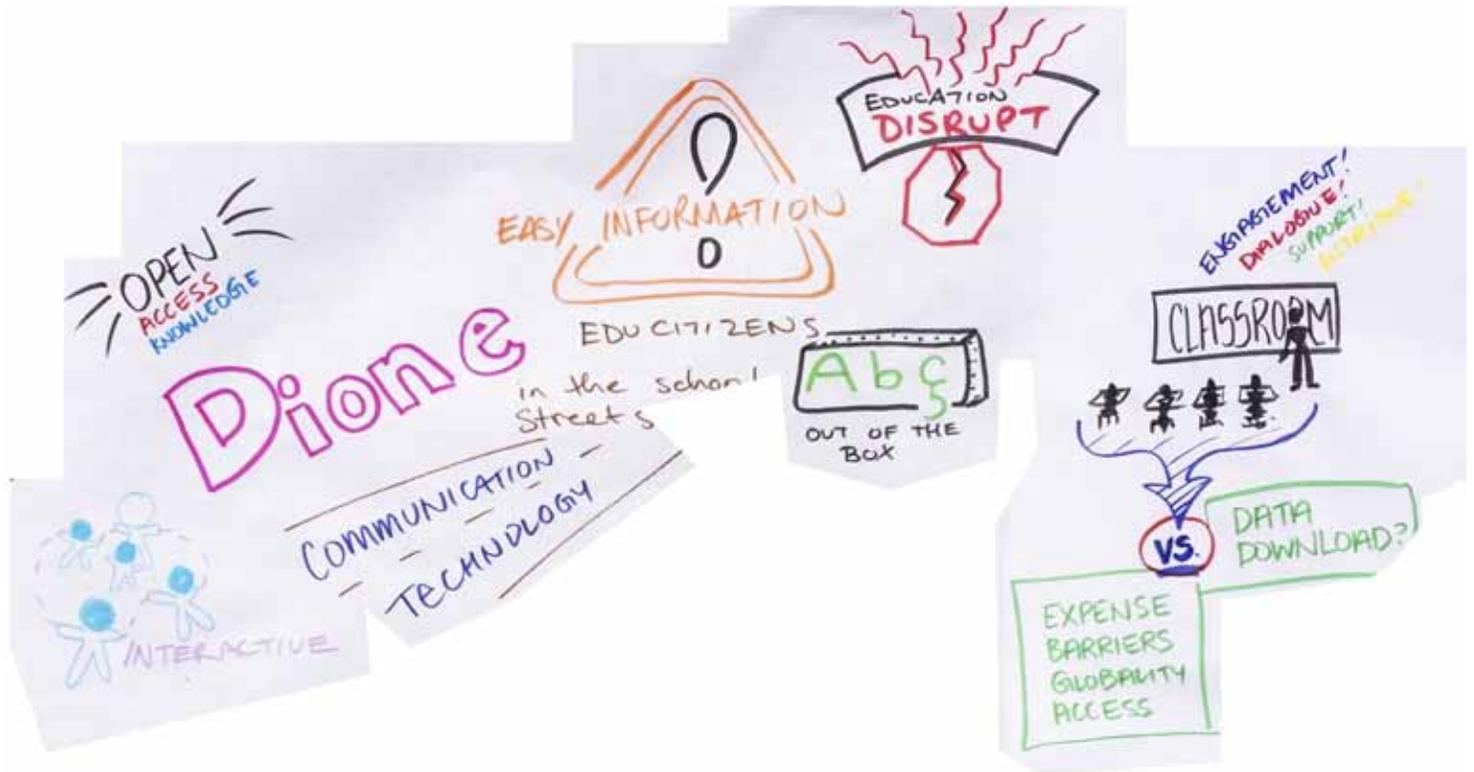
4. What roles will emerging and or disruptive information and communication technologies play in learning for individuals and institutions and society?

“Everything is about access to information and what does this mean for institutions students and society?” --Dione Scott



Dione Scott

Dione Scott received a Bachelor of Science Degree in Computer Science from the University of Technology and an MBA from Kaplan University. With 7 years experience as a Computer Science Assistance Lecturer she is interested in the using foresight and strategic development practices to create new models for education delivery and learning. She is interested in using experiential data and data visualization techniques to explore the possibilities education practices and reformation. Her passion is to fully integrate imagination and play and make it known that these tools are not just for children but for everyone.



Position statement by Dione Scott

'There are two sides of the coin. [ICT] will make students more knowledgeable with access but the excess and availability has caused problems. How can we use [it] for the benefit of society and institutions?'

'There has been a lot of disruption. Technology itself is not the disrupter against the system i.e. Open education [is]emerging and disrupting, [but] the difference is not the open education - is it the open access part or the open source part of the concept? It's how we use it.'

'Educitizens, [is] educating citizens with every different type of education in the school and street smarts. [They are] all different ways of communication.'

'Rise of transliteracy. We live in an age were social media has changed our ways of literary and our ways of communication and disrupted how is it going to change education in the future. For example it's no longer laugh out loud it's LOL.'



Notes from the Roundtable
with Dione, James, Kelly

there were audio issues with DIONE's final feedback and we are yet to recover quotes from the conclusion but working on it

Insight:

- Return to core values
- Me too approach
- Top-down is done or should be done
- Everyone is a designer
- Devices are becoming an equalizer
- The collapse of time and space
- No time to ponder
- Less deep thinking
- Machine time
- New form languages (texting LOL)
- Immediacy
- Breaking down geographical and monetary barriers
- Multiple viewpoints Don't believe everything you see here or learn

Trends:

- MOOCs
- open education
- Buzzword
- Transparency
- Corporations giving higher education to their staff, for example Starbucks
- "Cool" Factor
- Cooperation's filling the gap of what higher education isn't doing
- Maker spaces
- Apps, apps and more apps
- Community share

Gaps:

- Top-down approach
- Not moving from a single bottom-line to a triple bottom line
- General agreement
- Control of information (open source is needed)
- Me too approach
- Generation gaps

Innovations:

- Community share
- The idea that information should be in the hands of all
- Open access to information
- Instant access to ideas
- Flipped learning revamped
- The right balance of tech and collaboration
- Personalized learning

What roles will emerging and/or disruptive information and communication technologies play in learning for individuals, institutions and society?

INSIGHTS

Return to core values

Me too approach

Top down is done/should be done

Everyone is a designer

The collapse of time & space

No time to ponder

Less think machine thinking

New form of languages (LOL)

Immediacy

Transparency

Multiple viewpoints

Don't believe every thing you see or hear or learn

TRENDS

Buzzword

Apps, apps & more apps

Community Share

GAPS

Top down Approach

Generational Gaps

Me too approach

INNOVATIONS

Community Share

The idea that information should be in the hands of all

Open access to information

Instant access to new ideas

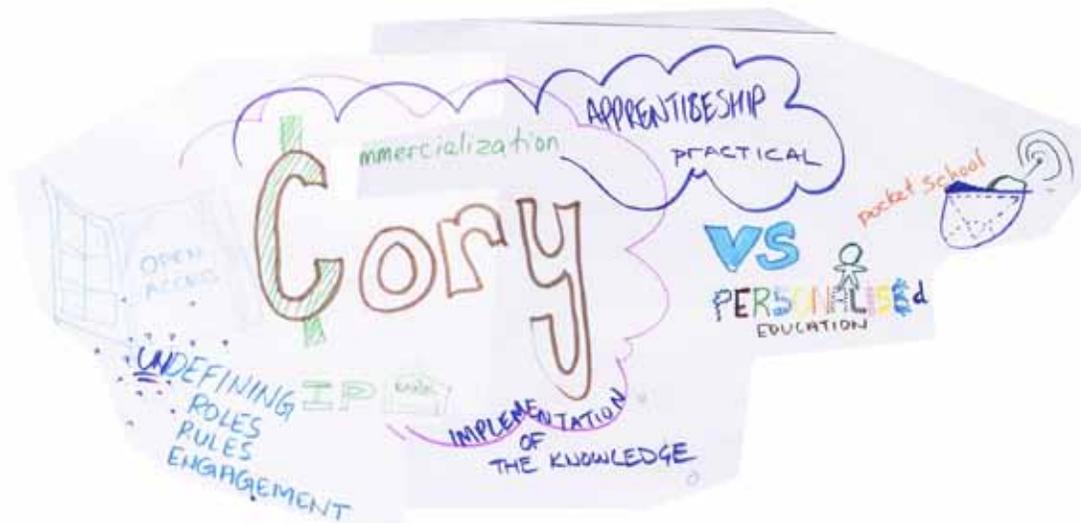
Flipped Learning revamped

The right balance of tech & collaboration

Personalized Learning



5. What role should individuals and communities institutions and governments play in promoting and supporting the life cycle of knowledge, including creation, accessibility, retention in mobilization, across sectors, both domestically and internationally?





Corey Norman (centre)

Corey is an experienced innovation and design professional who works directly with complex networks of stakeholders in the discovery, design and development of strategic projects, processes and products, primarily in the social sector.

Corey has particular interest in helping companies by designing strategies at the intersection of impact, sustainability and resilience. On the creative side, Corey has completed projects involving film, photography, writing, code, live experience, presentation, and printed collateral.

As an experienced leader and manager, Corey has lead small and large teams to build a culture of creativity and innovation in the pursuit of projects that create impact. As a systems thinker this often means utilizing relationships and building partnerships to realize positive outcomes. This includes having worked with institutional and non-institutional funding agencies, government, corporations, schools and school boards, parent networks, media companies and social sector agencies.

Position statement by Corey Norman

'Education institution vs. commercialization of knowledge spectrum, [is it] institution or business'

'What is the lifecycle of knowledge? Over time it goes from creation, mobilization, fusion, to commercialization.'

'Traditional institutions are really well known for knowledge development and creation, yet over time there is less and less commercializing or making money from their own knowledge. Reconceive what [it is] and see education institutions commercializing their knowledge in the "knowledge economy"'

'What is an educational institution preparing us for? Are they preparing us for a world where we are selling knowledge? Should they be involved in commercialization? Are they really preparing us for that world where we are supposed to be doing that?'

'There is a huge grey area on what it means to be an educational institution. For example, the IP bank, [where] a university sells or rents IP to a company for commercialization and they are not directly involved in the implementation or commercialization of that knowledge. [What about] public/ private partnerships are they partnering? How are they partnering to see through that lifecycle? Can students learn that? [Can they] learn without doing with commercialization as part of their education through innovative partnership?'

'Open education and MOOCs - online courses around open access of knowledge - is that knowledge to make money? Are schools in direct competition with companies, they have to create new knowledge, nuance on the assessment side. Is that the centre of that universe where we can partner along the assessment? Can you decide together what knowledge needs to be developed? Start with commercialization and move to knowledge development? Interesting spectrum for the roles of the players. Can you define the role of an educational institution, or should you define it, or should it be a fluid thing?'



Notes from the Roundtable

with Kyrie, Nico, Agnes, Corey and Sylvia

there were audio issues with COREY's final feedback and we are yet to recover quotes from the conclusion but working on it:

Insight:

- People change careers
- School is where you go to learn
- Support evolution of community
- Success stories require strong leadership
- We want to teach you how to learn

Trends:

- Grassroots personal engagement Multidisciplinary exchange programs For example (ED Institute)
- No one "Growing up"
- University IP policies
- Creative Commons
- MaRS

Gaps:

- Citizen engagement
- Common language
- Learning community
- Lifetime friendships
- Credential systems
- Structure > grit
- Knowledge for its own sake
- Need to value tacit knowledge

Innovations:

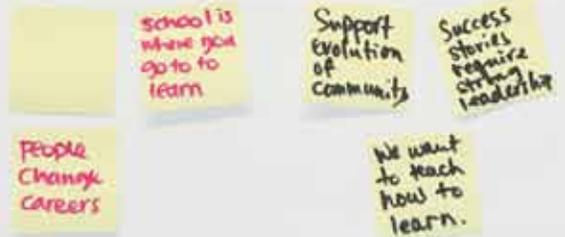
- No more disciplines please
- 10-digit technology
- Community leaders as teachers
- Schools as innovation and community hubs
- Citizen of craft
- Collective impact Frameworks
- Schools are problem-solving engines
- Government requires development partnership with community
- Developers are community minded
- Ecological outdoor education
- Cross cultural neighborhoods, generation networks
- Licensing for developers "Empathy"
- Entrepreneurship and community skills in curriculum
- Community and citizen engagement in curriculum development

AND COMMUNITIES 5

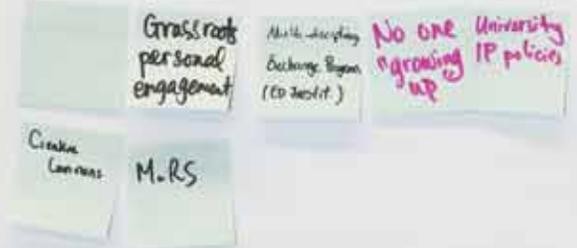
What role should individuals, institutions and governments play in promoting and supporting the life cycle of knowledge, including creation, accessibility, retention and mobilization, across sectors, both domestically and internationally?

Kyria Nino, Agnes, Sohaia, Corey

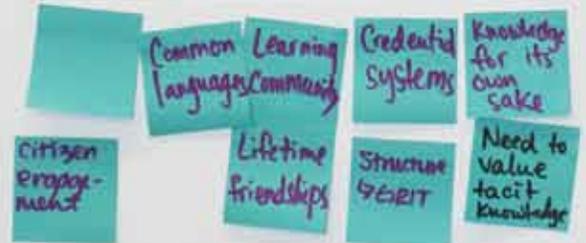
INSIGHTS



TRENDS



GAPS



INNOVATIONS





Inessa Chapira

Inessa is an accomplished Interior Designer with fifteen years of experience. Her passion for art and design guided her to study art at the Pedagogical University in Kazakhstan and to gain design knowledge by completing the Environmental Design program at OCAD University. Inessa currently works as a Planner at York University on numerous renovation projects within the campus. She manages all aspects of the design process in a wide number of sectors. Her strengths are her planning ability and natural aptitude for colour and conceptual design. As a LEED Accredited Professional, Inessa has a growing interest in sustainability and the environment. She continuously tries to find a balance in her designs between the users's need with minimal environmental impact. In the Master program, Inessa aspires to broaden her views by taking advantage of interdisciplinary knowledge and new strategic approaches. Beside her enthusiasm for design work and sustainability, she loves spending time with her family, friends and enjoys gardening as her new hobby.

6. How can we harness Canada's strength and innovation in the arts, digital media and cultural industries to build social economic and cultural well being?

Position Statement by Inessa Chapira:

The benefits of using digital technology allows for larger audience exposure and participation. Artists and designers are looking for co-creation, audience involvement through the interviews and participation or digital feedback so that they can make improvements and offer better options for their innovations. Supporting arts organizations explore new forms of audience engagement and business models. Artists and designers engage audiences to learn from the process.

The internet and social media is the most important technological development since the industrial revolution and with mobile technologies becoming more widespread, we can share information and be connected to each other constantly. The exposure to variety and volume of information makes it culturally open and rich for us as viewers and at the same time very competitive for artists and designers.

Many museums and galleries are displaying digital and interactive art. Apple products project an image of creativity and the development of this new technology has directly inspired the creation of art. Examples include the creation of images using an iPhone screen or playing music using a key on the mobile device. What this does is provide a link to culture, creativity, and an engaged user.



“The medium is the message” Marshall McLuhan pointed out (1968)¹. Well, as an audience we are looking for a message in art and design. However, the image communicated is an interpretation of truth. For example: the image of the body (gets modified photoshopped etc.) With easy access to information, people get very frivolous with the information, although, they might not be familiar with insights on this information as much as specialists in that field would be. Also in the process of the digitization identities get mixed – once designed is rarely your personal property anymore as it belongs to the company or organization one is working for.

Also, innovation is not about money; it is about value. Arts organizations must increasingly think commercially how they can innovate to enhance their public and environmental values? For example, to prevent violence a police department in a Toronto district involved teens in an art competition on the creation of mural on the basketball court. Another example is creating a commercial design piece such as a street light design where environmental functions are kept such as including solar lighting.

Cross disciplinary ways of working and knowledge transfers are at the heart of the concept and key to its growing success; exploring the combination of the creative arts with technology, business and social media. They promote hybrid education initiatives, involving art and technology, art and science, science and technology. The trans-disciplinary approach in education brings together arts, science and technology experts and looks at responsive knowledge transfer for the 21st century. Due to this radical shift in education – the learning environment has completely changed. There was always a link between art and architecture. Architecture and technology is gaining more and more popularity. Implementation of technology into art, design and fashion shows how integral technology has become in the past. Maybe this is a model for digital art organizations of the future combining the true artistic and commercial potential of their capabilities.

There is an increasing need for educational flexibility by academic institutions. Digital technology is changing artistic practices and the partnerships we form. For example, an iPhone app has the potential to be exploited by cultural and art sectors as well as by businesses. New digital models can be created to exploit the enormous potential for collaboration between culture and commerce.

The official Brooklyn Museum app can be downloaded from Apple (one can view a mobile collection of museum). This is how museums engage their potential visitors. Digital technologies and technology businesses are opening up new possibilities and ways of working as well as living.

¹ McLuhan, M., & Fiore, Q. (1967). *The medium is the message*. New York, 123, 126-128.



Notes from the roundtable
with Inessa, Goran, Ryan and Taylor

INESSA:

'Innovation in art and design [is] about being of value - that can be of social, and environmental value.'

'The cross-disciplinary work - not just in the private and public sector - can be really beneficial.'

'There is increasingly a need for the flexibility of the curriculum - and for us to make it flexible, in [order to satisfy] public interest.'

Insights:

- We're not just Canada we are also global
- Well-being is the outcome
- Competition is driving cross-institutional collaborations
- The transnational nature of global media
- Ambiguous ownership of content framing and narrative
- Creator or company as "Owner" (responsibility)

Trends:

- Collaboration among global artist
- Cross media
- Cultural, academic and public collaborations

Gaps:

- The value we place on the arts
- Funding gap between concept and implementation
- Lack of effective infrastructure to promote cultural artifacts
- The place arts play in maintaining current and future well-being
- Ways of leveraging cultural products more broadly

Innovations:

- Identify successful learning strategies for global partners
- Create shared global learning platform
- Crowd fund style investment in projects
- Transform the classrooms into cultural broadcasters
- National focus on increasing value we place on the arts

How can we harness Canada's strength and innovation in the arts, digital media and cultural industries to build social, economic and cultural well-being?

Inessa, Govan, Taylor, Ryan

INSIGHTS

TRENDS

GAPS

INNOVATIONS



Ana Matic (left)
- visual minutes

Ana leverages her collaborative skillset, facilitation training, imagination, and the fundamental principles of design thinking to enable creative strategy within teams. She is currently using these approaches to complete her thesis in Strategic Foresight and Innovation on the topic of aggregate collaboration.

In her spare time, Ana can be found anywhere near the water, be it sailing, swimming or diving.

Maggie Greyson (right)
- visual minutes and event co-ordinator

Maggie Greyson has a BFA in Design for the Theatre from Concordia University in 2000. Her international theatre design career includes set and lighting design for the Royal Academy of Dramatic Art (UK), Edinburgh Fringe Festival, and Florida State University. Her international assisting credits include the International Shakespeare's Globe (UK), Stratford Festival (Canada), the Canadian Opera Company, Soulpepper and the Paris Opera.

Maggie transitioned from low-tech storytelling to high-tech storytelling as a resident at the Canadian Film Centre and the Banff New Media Lab. In 2010, she teamed up with a photographer and an industrial designer to create an interactive installation called "Archival Library of Found Treasures" at the Gladstone Come Up To My Room.



Goran Matic
- event organizer

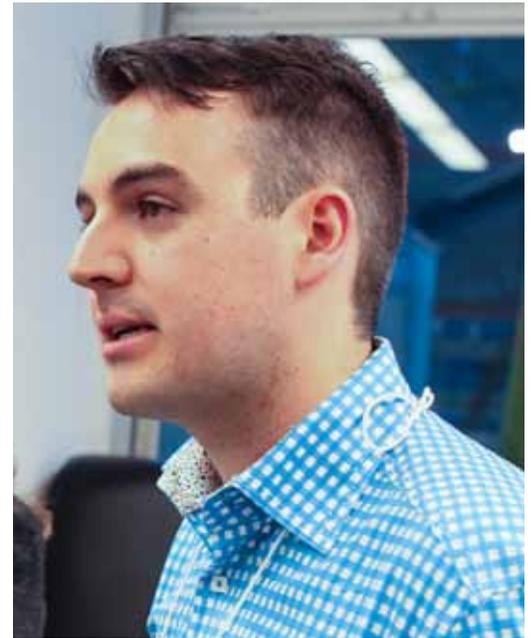
Goran is a graduate student at the OCAD University's Strategic Foresight and Innovation (SFI) MDes programme - with research interests in creativity, collaboration and the design of netpositive, 'non-zero-sum' value ecosystems.

His passion is designing inclusive and sustainable outcomes for multiple stakeholders - in organizational, community and ecological settings.

Goran has a background in Computer Science, with strong interests in Humanities and Physics – along with 15 years of managing technology / strategy initiatives in various organizations.

Formative experiences include participating in social entrepreneurship at the Center for Social Innovation (CSI), and as presenter at the MindCamp international creativity conference.

His research activities are focused on *Ecosystem-Integrated Brands* and *Collaboration Patterns for Teams* - whendealing with complex / 'highly interconnected' challenges.



Ryan Voisin
- event organizer

Ryan's focused his education (i.e. life) on being a generalist. He was part of the inaugural cohort of the Bachelor of Knowledge Integration program—a transdisciplinary program at the University of Waterloo, with design and creative problem solving at its core—where he minored in Computer Science.

He's gained experience working on a variety of "firsts" including an online collaboration tool with the Centre for International Governance Innovation, an exhibition for the Knowledge Integration Museum project, and the first annual TEDxUW as Production Director.

He's currently working as a Strategist at Overlap Associates.



Patrick Robinson

- event organizer

As a social-minded design thinker, he endeavors to play an evolving role in local community while also elevating and activating a betterment agenda alongside industry and educational leaders.

To that end he serves on the executive committee for Toronto+Acumen Chapter and am the Campus Director for the HultPrize@OCAD U, where he is a sessional undergrad instructor. He served on the Sustainability Committee of the Association of Registered Graphic Designers of Ontario as well as a three year term on the Global Board of the MIT Enterprise Forum.



George Wang

- event organizer and photography

George is an integrative thinker whose unique combination of creativity, empathy and analytical rigor fuels a passion for transforming business through design.

George operates at the intersection of many different worlds. Throughout his undergrad in Mechatronics Engineering, he interned for six different organizations in various engineering roles. Upon graduation, George plunged himself into the entrepreneurship world, where he helped the University of Waterloo strategize its entrepreneurship initiatives and took on the role as co-founder and COO of his own software company MetricWire.

As his first step towards achieving his aspirations in becoming an innovation consultant, George is now interning as a designing strategist at Johnson & Johnson's Global Strategic Design Office in New York City.