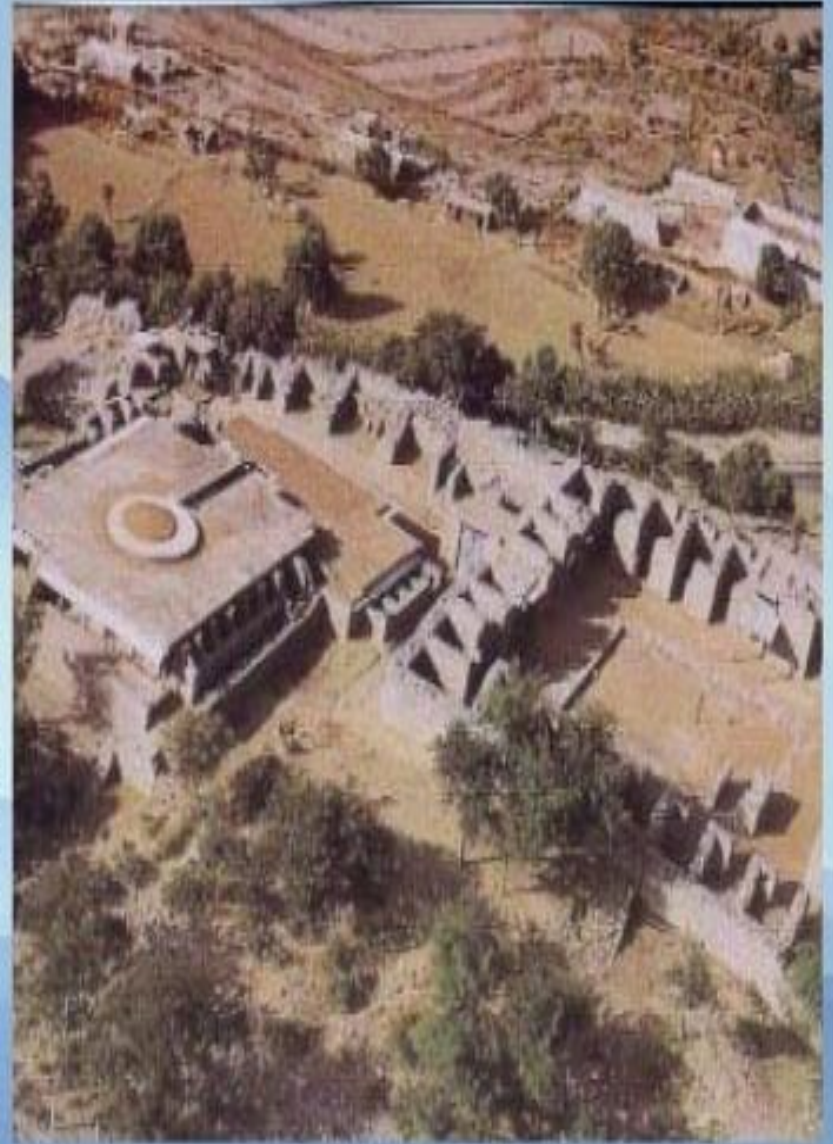
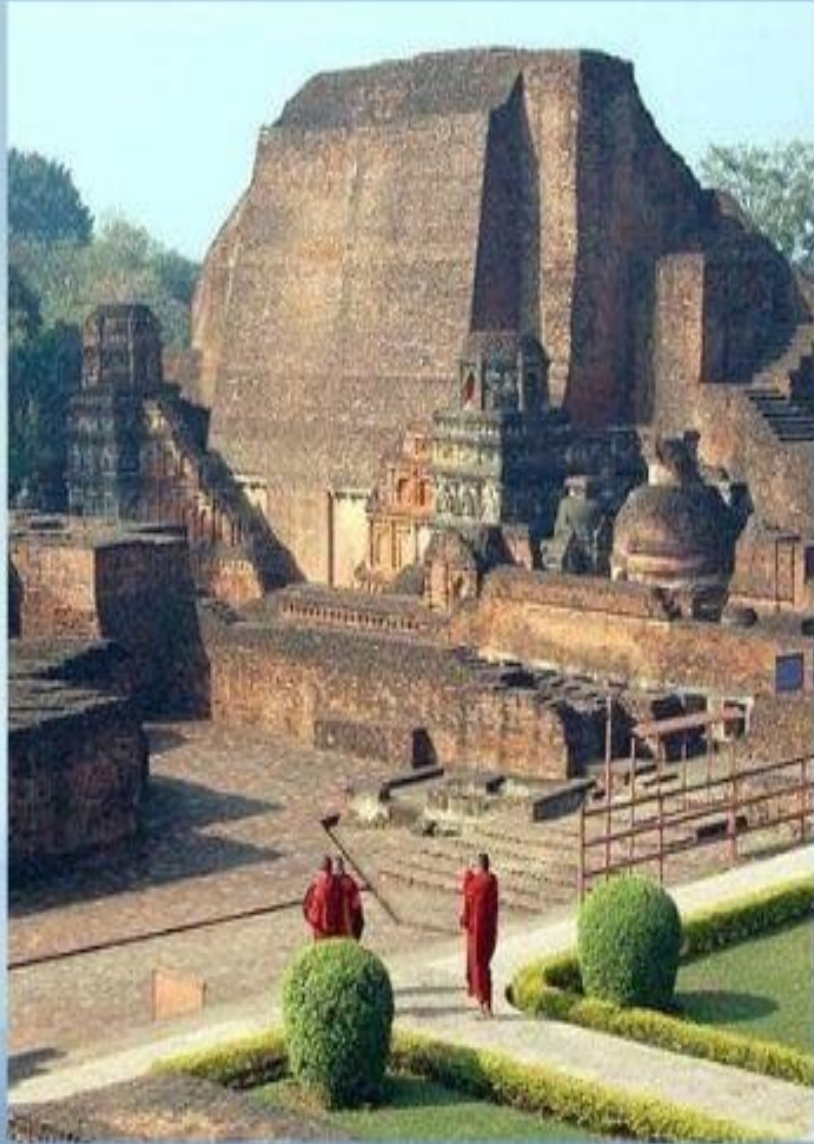


Caveat emptor: Why university education is not enough

Rajan Madhok

Visiting Professorial Lecture
University of Salford
21 Feb 2023



TAKSHASHILA - FIRST, FINEST, OLDEST KNOWN UNIVERSITY IN THE WORLD

*Guru and God both are here
to whom should I first bow
All glory be unto the Guru
path to God who did bestow*

Poet Kabir Das

(Hindi- Guru: Teacher)



Escaping the cave: Homage to my teachers

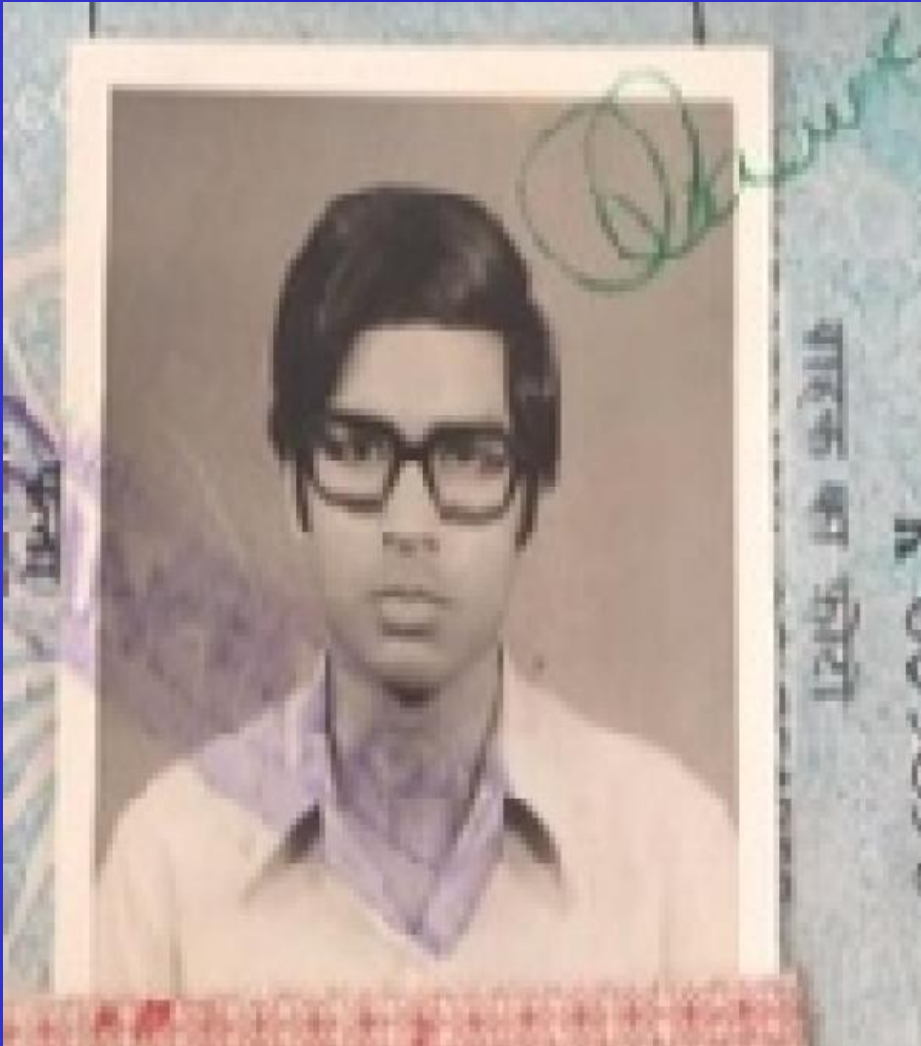
Rajan Madhok

March 2021

What will I cover

- ***Background***
- How did I learn
- What did I learn
- Where next

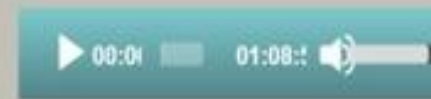
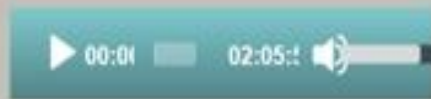
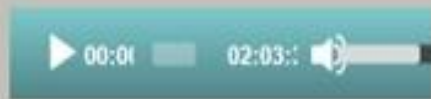
The immigrant



*Leaving for the distant shores
dream come true
going to Britain
new start, new life
excited and daunted
Will I make it
Will it be worthwhile
Will I miss folk back home
Will they miss me
Fast forward four decades
neither Indian nor British
pulled by both
resentful of both
India of youth gone
Britain has changed too
Or is it me
unable to adapt
rootless and restless
the first generation immigrant*

generation.

Listen to Rajan's three oral history interviews below:



Follow the links to the archive, to listen to Rajan's [first](#), [second](#) and [third](#) interview with a written summary accompanying each one.

You will need to be logged in to access this content.

Listen to Rajan reflecting on the pandemic and his message to future generations.



You can take a man out of the NHS, but not the NHS out the man. This may be the best way to sum up Rajan, as he continues in retirement to support the NHS in various ways:



Academic appointments

1991	Special Project Associate Section of Clinical Epidemiology Mayo Clinic, USA
1992	Visiting Scientist Section of Clinical Epidemiology Mayo Clinic, USA
1993-98	Lecturer Department of Epidemiology and Public Health University of Newcastle upon Tyne
1995-2002	Fellow Department of Orthopaedic Surgery University of Edinburgh
1998-1999	Honorary Reader Department of Public Health and Primary Care University of Hull
1999-2005	Honorary Professor University of Hull Department of Public Health and Primary Care
2003- 2012	Visiting Professor School of Health and Social Care University of Teesside
2006- 2012	Honorary Professor University of Manchester
2008- 2013	Honorary Visiting Professor Manchester Metropolitan University
2012- 2015	Adjunct Professor (Quality and Patient Safety) INCLIN, India
2012-	Honorary Professor University of Salford
2016- 2018	Honorary Professor BPP University
2020-	Adjunct Faculty Indian Institute of Public Health, Shillong

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Reading: Building public health capacity through online global learning

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Innovative practice articles

Building public health capacity through online global learning

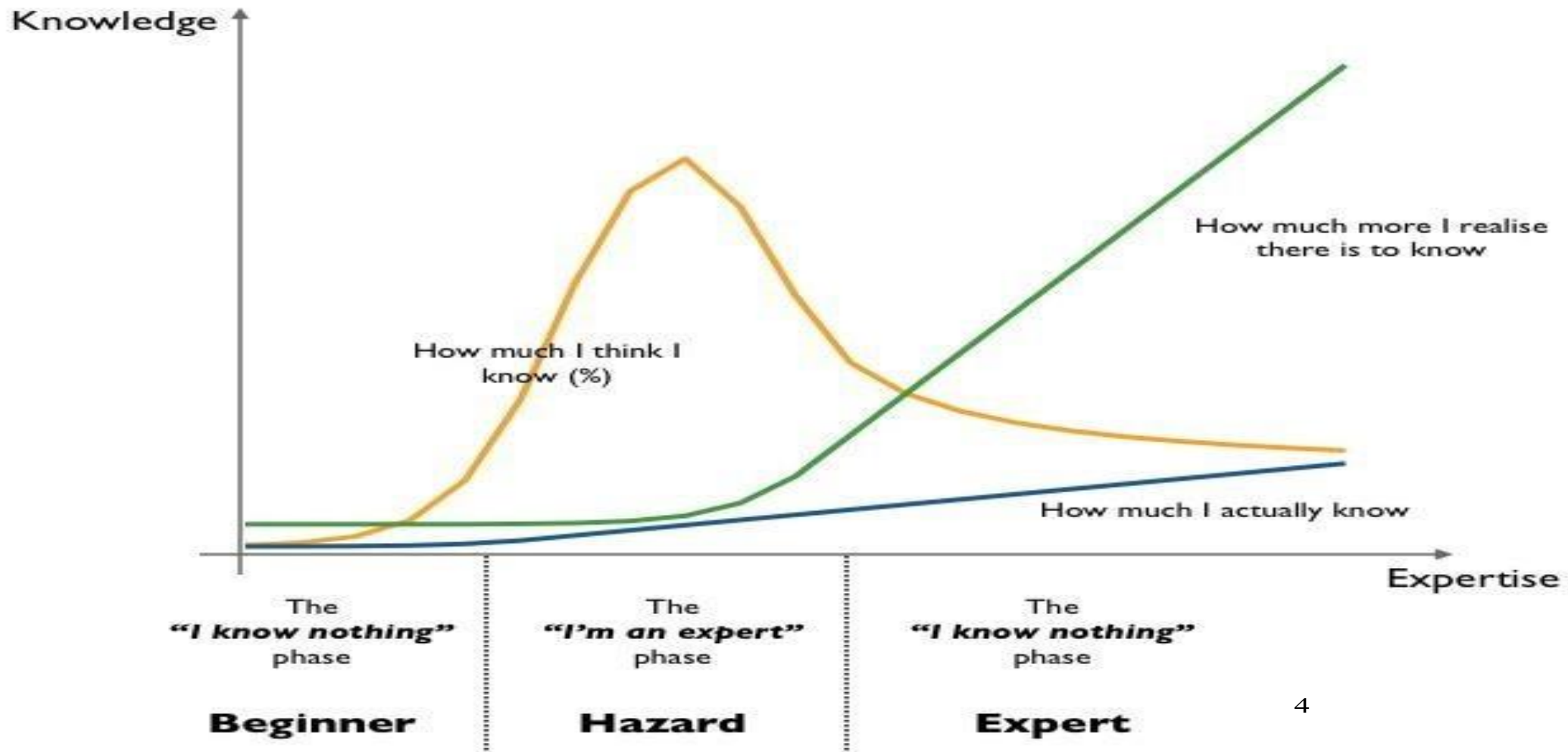
Authors: [Rajan Madhok](#) , [Erica Frank](#), [Richard Frederick Heller](#)

Abstract

Rising disease burden and health inequalities remain global concerns, highlighting the need for health systems strengthening with a sufficient and appropriately trained workforce. The current models for developing such a workforce are inadequate and newer approaches are needed. In this paper we describe a model for public health capacity building through online Global Learning, defined as “innovative, integrated, global opportunities for capacity building through online learning and shared

Some caution

- No formal academic qualifications
- Focus on teaching, not research
- One sector: Health



What will I cover

- Background
- ***How did I learn***
- What did I learn
- Where next

A photograph of a modern, multi-story university building with a light-colored facade. The building features several floors of windows with dark frames. In the foreground, a large, white, U-shaped bicycle rack is filled with numerous bicycles. To the left, a tall, grey, modern street lamp stands prominently. The sky is overcast and grey. The text "Newcastle University" is mounted on the building's facade, accompanied by the university's crest.

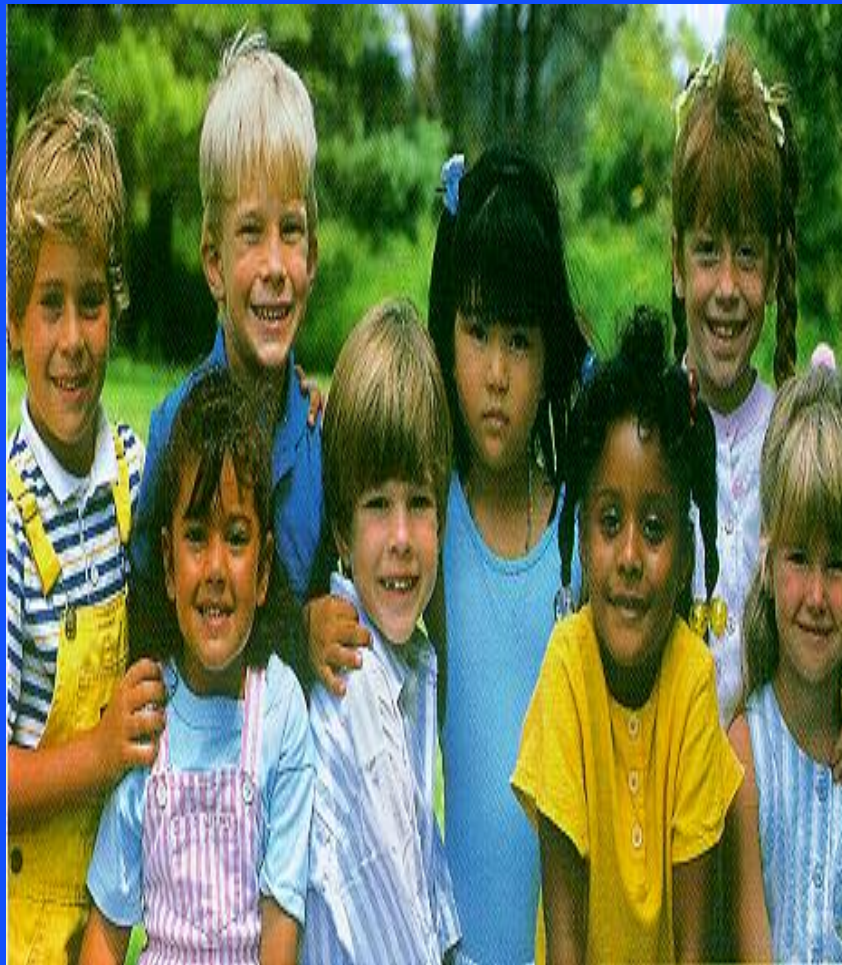
Newcastle
University





Are we asking the right questions?

US study from 1935



- Survey of *1,000 eleven year olds* in New York
- *61%* had tonsils *removed*
- another *39%* were examined of which *45%* were *advised* tonsillectomy
- again remainder examined of which *46%* were *advised* tonsillectomy
- remainder examined and *similar result* again
- after 3 examinations *only 65* had not been recommended tonsillectomy

Teaching/Learning

‘When I am on call and somebody comes with a rupture of Achilles tendon, before saying anything to the patient I look at the rota and depending upon who is the consultant on call that patient may go home with a plaster and a pair of crutches, or may end up on the theatre table.

Whether a tibial fracture or a humeral fracture is treated by nailing or plating does not depend on the type of fracture usually but on the surgeon who is doing it.’

*Aurora Gonzales
Orthopaedic trainee, 1996*

Colles Fracture

- Small trials
- Inadequate trial methodology
- Incomplete/ inadequate assessment
- Incomplete/inadequate reporting
- Variations, variations, variations



What did we find?

• Interventions: Conservative

<i>Intervention/comparison</i>	<i>No trials</i>	<i>No patients</i>	<i>% analysed</i>
Reduction V No reduction	1	30	100%
Delayed manipulation	1	80	n/a
Forearm in different position in plaster cast	6	~ 650	
Supination/neutral V pronation	3	~ 150	55%
Palmar/neutral V Dorsiflexion	2	254	100%
Ulnar deviation V no UD	1	250	n/a
Plaster cast type A V type B	5	~ 560	
Special modified cast V Standard	1	90	100%
AE V BE cast/slab	2	170	55%
BE slab V BE cast	2	~ 300	n/a
Forearm in different positions in brace	2	296	
AE: supination V pronation	1	154	46%
AE (supination) V BE	1	142	92%
Plaster cast for different durations	6	445	
3-4 weeks V 5-6 weeks	4	331	84 %
1 week V 3 weeks	2	114	88 %
Brace V plaster cast	8	~ 1260	41 %
Bandage V cast/brace	4	~ 230	90 %
Different types of cast material	3	135	
Polyurethane cast with zipper	1	50	92%
Thermoplastic bandage	1	55	100%
Shrinkable polymer V fibreglass	1	30	100%

Teesside model for promoting evidence based orthopaedic surgery





From Hips to Handles

the quest for better orthopaedic care



The four pillars of global academic medicine: the Hidden curriculum

Abbassi K, BMJ 2004; 329:

"enculturation": how students mutate into doctors.

A hidden curriculum is essentially a set of influences, often unarticulated or unexplored, falling outside formal teaching. In medical education this amounts to six learning processes: loss of idealism, adoption of a "ritualised" professional identity, emotional neutralisation, change of ethical integrity, acceptance of hierarchy, and learning less formal aspects of "good doctoring." Ring any bells?

the beginnings of



establishing a medical school for North and East Yorkshire and Northern Lincolnshire

BACK STORY

Building bridges for better health

Professor Rajan Madhok, as Medical Director for North and East Yorkshire and Northern Lincolnshire Strategic Health Authority at the time of HYMS' inception, had the remit of shaping the clinical strategy to create 'healthier people, better services' across the region. He had long seen a new, locally-based medical school as critical to delivering this.

Rajan had been involved in the earlier bid for a medical school in Hull in 1999, both scoping the potential in the local NHS (he was then Director of Public Health for East Riding Health Authority) and then presenting the case to the Northern and Yorkshire Regional Office in Durham, along with Professor Nick Stafford and Professor Tony Horsman of the University of Hull's Postgraduate Medical School. Key support for the early bid came from Professor Cliff Bailey, the Regional R&D Director; Rajan also pays tribute to the support of his Trust chairman, the late Dr Ron Wing.

However, although they were successful in establishing the case of need for a medical school in the region, the plans were judged perhaps over-ambitious and innovative without as yet sufficient evidence of the capability to follow them through. Rajan continued to lobby for establishing a school, and was eventually invited to the Houses of Parliament with Professor Peter Campion, where they made a presentation to keep the issue alive. John Prescott and other Hull MPs actively supported them, as mentioned by David Drewry.

Rajan was also part of the team that took the first draft of the joint Hull-York bid to the Regional Office in Durham. Key points he recalls emerging

at that point were that there should be further strengthening of the partnership between the universities; they should demonstrate highest level support and leadership (hence both VCs led the final presentation); build on their respective strengths (clinical in Hull and public health and biomedical research in York); and ensure the engagement of the region's clinicians.

After his long involvement, Rajan saw the birth of HYMS as a dynamic opportunity to transform local health services – and the realisation of a dream many people had worked towards for a long time.

"I am delighted about HYMS on three levels – national, local and personal. Nationally because the school will contribute to making up the country's shortfall of doctors; locally because HYMS will help the region to recruit and retain good quality staff and raise standards of care; and personally because of Bill Gillespie, who has extensive relevant experience and expertise to make this school work.

"I believe passionately that HYMS can drive standards up across the region and ensure more equitable services. HYMS is like a three-legged stool, with the two universities and the NHS each playing equal roles. Building on this collaboration between the three organisations is vital.

"HYMS will produce holistic doctors of a new calibre by integrating education with training from the start, with clinical placements complementing what is learned in the classroom. Where traditionally medical education was compartmentalised, with problem-based learning the walls are coming down. The HYMS curriculum offers the opportunity to start making services more patient-centred."



"HYMS is the realisation of a dream many had been working towards for a long time"

Above: Prof Rajan Madhok
Above right: Prof Nick Stafford

PERSPECTIVE



Professor Nick Stafford, Director of Hull Postgraduate Medical Institute (see also p 55)

"Hull put in a stand-alone bid for an undergraduate medical institution in 1999. A team, including Rajan Madhok, Tony Horsman and myself, presented the proposal to HEFCE. Whilst a case of need was identified, sufficient work had not been carried out for them to be assured that we could deliver. However, the seed was sown, and a lot of work went into strengthening the PGMI. When the opportunity to bid with York presented itself we were in a much better position to meet the requirements. Between those two presentations, Bill Gillespie visited PGMI at the request of Rajan Madhok – I think that was Bill's first taste of Yorkshire!

I was heavily involved with the Steering Group which eventually produced the successful application. I went along to the second HEFCE presentation as well (possibly the only person who has ever been twice in support of an undergraduate institution!) Subsequent to the success of the bid I have remained very much involved with the development of HYMS and was a member of the appointments committee that made the very wise decision to appoint Bill.

I think Bill's appointment was crucial to HYMS in that he has managed to pull together the two universities in an extremely adept way. He has prioritised things in a very sensible manner; although the research angle for an undergraduate institution is crucial, he very wisely put it as second priority to the development of the curriculum which is what the reputation of our undergraduate teaching will survive or fall on. Telling two VCs that teaching came before research (chronologically!) was not easy, but Bill managed it very effectively."



Summary

History

- Statement from the Trustees
- Mission and Objectives
- Peoples-uni timeline
- List of publications

Module and Course Descriptions

- Master's curriculum
- Master's level modules
- Open online courses

Some Statistics

- Peoples-uni tutors
- Master's students
- Open online course students
- Open access and IT support

Volunteers and Feedback

- List of volunteers
- Feedback from tutors
- Feedback from students

PEOPLES-UNI

Capacity Building in Public Health through online learning 2006-2021



Peoples-uni was established in the UK as an educational charity to build Public Health capacity in low- to middle-income countries (LMICs) through online learning. Using open source software, Open Educational Resources and volunteer tutors, the programme produced a number of successful outcomes. This legacy website describes the history and achievements of the programme.

Major achievements

- Volunteer expert tutors from 55 countries
- Students from more than 100 countries (70% from Africa)

[Peoples-uni](#)

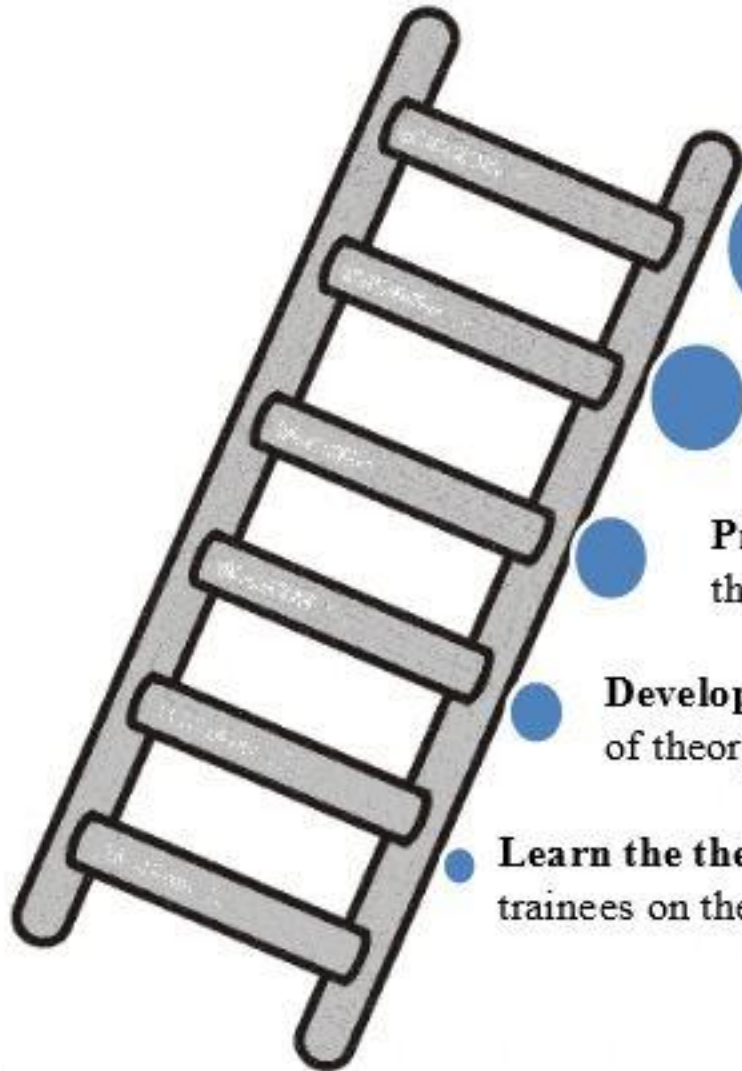
[Major achievements](#)

[The future](#)

[Our sincere thanks](#)

[Contact us](#)

Global learning: the Learning Ladder



Become a leader: Health, education and research leaders of the future

Become a trainer: Global learning 'champions' mentor and train the next cohort of global 'learners'

Practice Independently: Application of knowledge and critical thinking into evidence based practice

Develop skills : Skills-based training and application of theory to real-world public health environment

Learn the theory: Online education of students and trainees on theory



Capacity building: need for new approach

The Global Strategy on Human Resources for Health: Workforce 2030 recognizes the need to boost the global Public Health workforce (World Health Organisation, 2016).

Traditional higher education models have proven insufficient and inappropriate to solve the workforce challenge and build capacity, particularly in Low- to Middle-Income Countries (LMICs).

The Lancet Commission on Health Professionals for a New Century (Frenk et al., 2010) recommended: “Redesign of professional health education is necessary and timely, in view of the opportunities for mutual learning and joint solutions offered by global interdependence due to acceleration of flows of knowledge, technologies, and financing across borders, and the migration of both professionals and patients” (p. 1923).

Richard Frederick Heller

The Distributed University for Sustainable Higher Education

OPEN ACCESS

 Springer

DREAM

The logo for DREAM features the word "DREAM" in a white, bold, sans-serif font. The letter "E" is replaced by a stylized graphic of a hand with fingers spread, colored with a gradient from orange at the top to green at the bottom. A circular arrow with a white arrowhead points clockwise, starting from the top of the hand and curving around the top of the "E".

— for a healthier manchester —

**Developing Research and Education to
Advance Medicine**

One day I walked with one of these middleclass Gentleman into Manchester. I spoke to him about unhealthy slums and drew his attention to the disgusting condition of that part of town in which factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: 'And yet there is a great deal of money made here. Good morning, Sir!

Engles, 1887



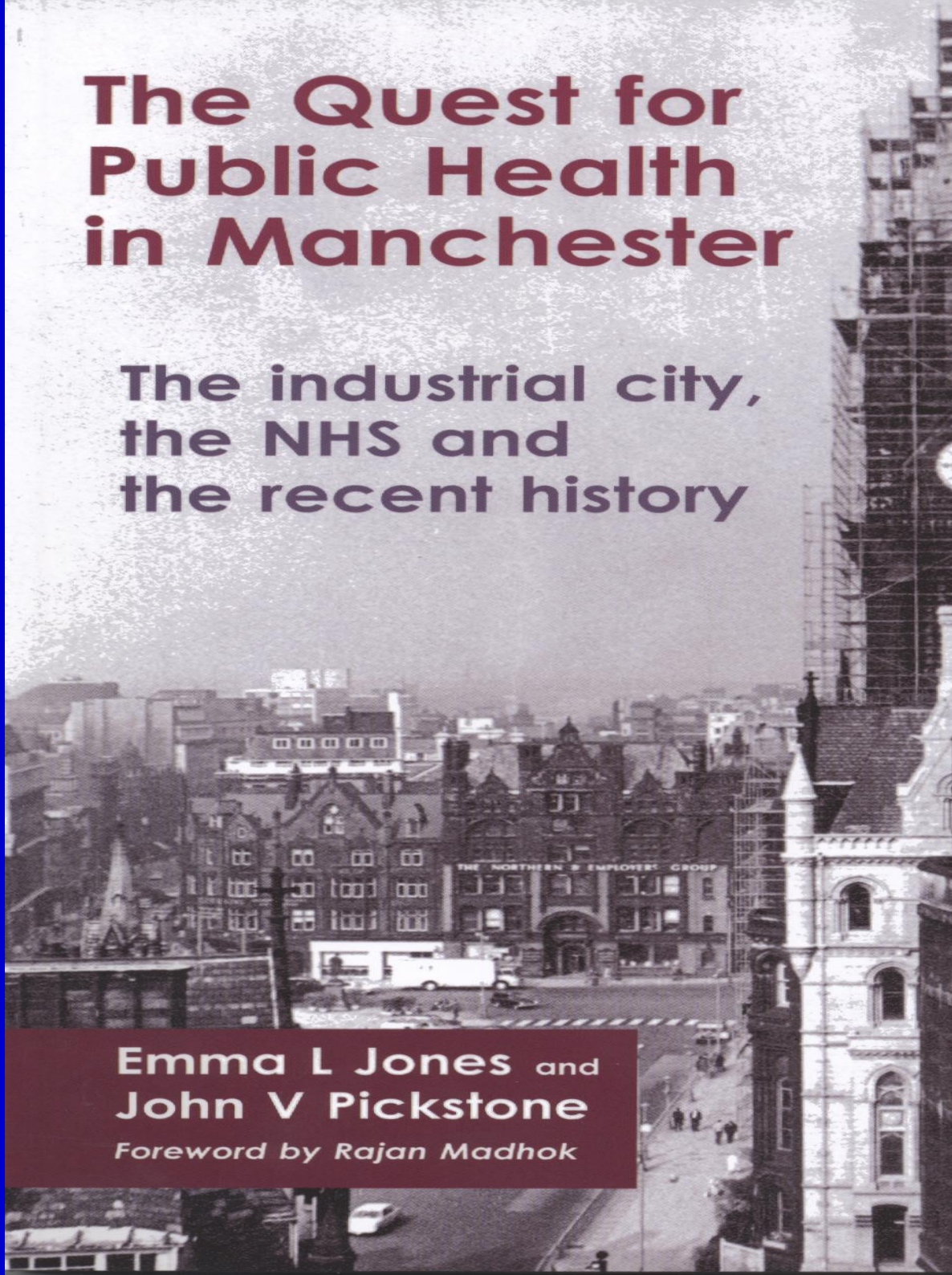
Workers in shirt factory c.1930 Z 20

The Quest for Public Health in Manchester

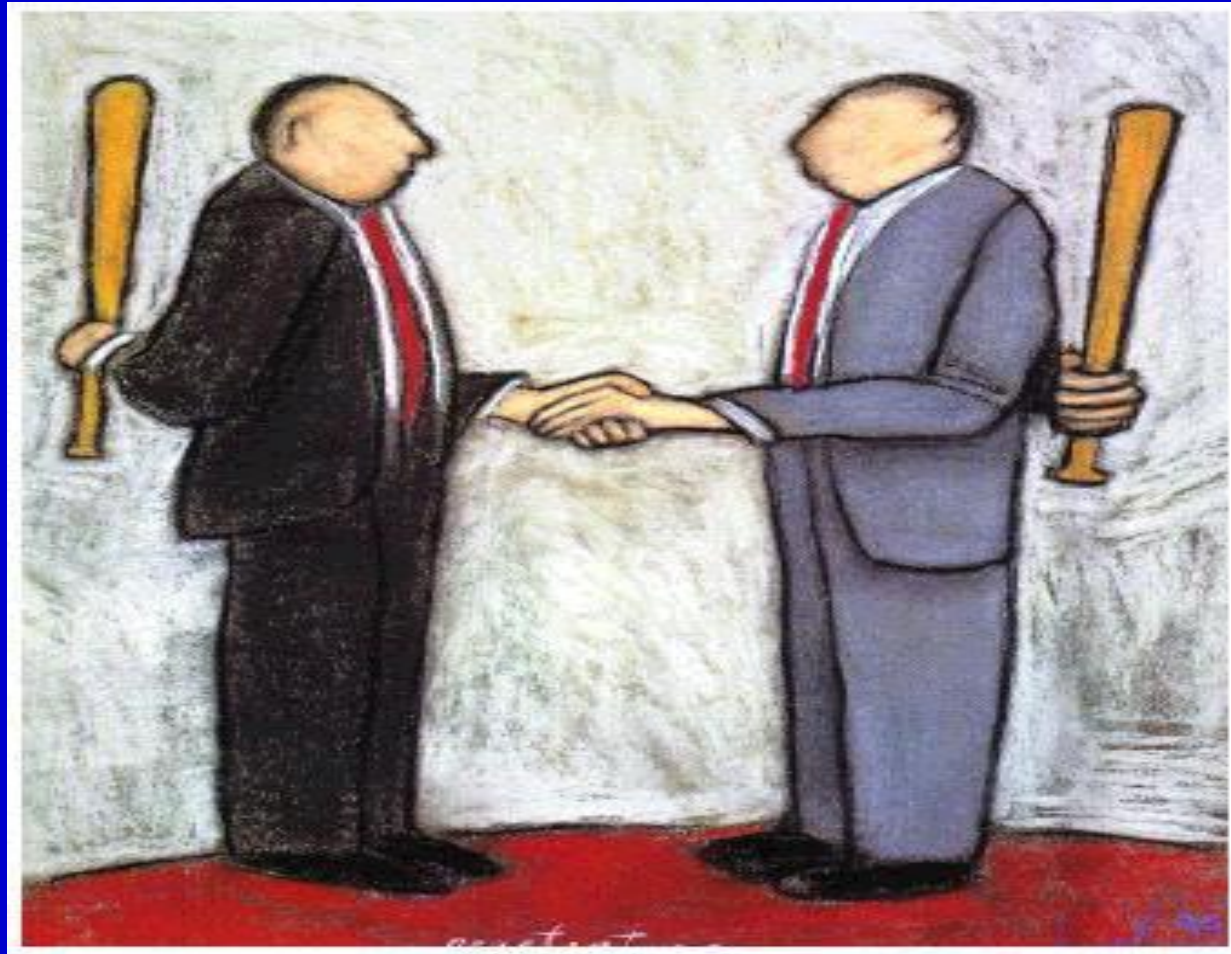
The industrial city,
the NHS and
the recent history

Emma L Jones and
John V Pickstone

Foreword by Rajan Madhok



Academia: Service Partnership Universities vs NHS



Health Innovation and Education Clusters

‘enable high quality patient care by quickly bringing the benefits of best practice, research an innovation directly to front line NHS staff through high quality training, education and the sharing of best practice across the region’

‘provide an opportunity to access expertise outside of normal organisational boundaries & represent the link between public, private and third sector organisations...higher education institutions and the research and innovation landscape’

What will I cover

- Background
- How did I learn
- ***What did I learn***
- Where next

Why university?

- Success *and* Satisfaction

For What It's Worth: The Value of a University Education

By Amy Gutmann, President, University of Pennsylvania

Editor's Note: This article derives from an endowed lecture President Gutmann delivered on achieving the aims of higher education at the Spencer Foundation Conference at Northwestern University and subsequently developed further at the De Lange Conference at Rice University. Revised for publication October 21, 2013.

Tweet Share

In 2010, PayPal co-founder and Facebook "angel" investor Peter Thiel announced he would annually award \$100,000 each to 20 young people for them to drop out of college and spend two years starting a tech-based business. "You know, we've looked at the math on this, and I estimate that 70 to 80 percent of the colleges in the U.S. are not generating a positive return on investment," Thiel told an interviewer, explaining his view that we are in the midst of a higher education bubble not dissimilar to the housing and dot-com bubbles of previous decades. "Education is a bubble in a classic sense. To call something a bubble, it must be overpriced and there must be an intense belief in it... there's this sort of psycho-social component to people taking on these enormous debts when they go to college simply because that's what everybody's doing."

Since his announcement, more than 60 Thiel Fellows have decamped from university—a significant number of them from Stanford, MIT, and Ivy League schools—to follow their dreams of entrepreneurial glory. Thiel says he hopes his program will prod more people to question if a college education is really worthwhile: "Education may be the only thing people still believe in in the United States. To question

Explore Keywords

- cost debt
- funding grants
- aid**
- loans nonprofit
- tuition value
- "brain drain"
- American Dream
- employers flexibility

28 June 2018

The Value of a University Education

Professor Frans Berkhout, Executive Dean of the Faculty of Social Science & Public Policy, delivered a lecture on Tuesday evening, 26 June, on 'The Value of a University Education'.



Professor Frans Berkhout delivers his Inaugural Lecture

Professor Frans Berkhout, Executive Dean of the Faculty of Social Science & Public Policy, delivered a lecture on Tuesday evening, 26 June, on 'The Value of a University Education'. Professor Berkhout

stated that universities should do more both to ensure that their public value to society is recognised and to work in partnership with students as 'co-producers' of learning.

Search news articles

Faculty of Social Science & Public Policy

series, Britain is not a place that is "good at grasping the nettle".

With some glaring, uncharacteristic exceptions—Thatcher's battle with the coal miners, the bust-up over Brexit—Britain tends to dislike confrontation, especially the ideological kind, perhaps a legacy of the civil war. It prefers money to ideas and douses plain-speaking in good manners; its people have a quaint instinct to apologise when a stranger steps on their foot. Alongside this squeamishness, says Mr Kyriakou, runs a "deep-dyed anti-intellectual empiricism", and an inclination to tackle

It has recently made some progress in international education rankings, but a stubborn quarter or so of 11-year-olds in England are unable to read at the expected level. A higher share of teenage boys are not in work, education or training than in most other rich countries. As for those who stay in the classroom: the "greater part of what is taught in schools and universities ... does not seem to be the most proper preparation" for "the business which is to employ [students] during the remainder of their days." That was Adam Smith in "The



\"Wealth of Nations\", published in 1776. Employers make similar complaints in 2022.

In a post-imperial, post-industrial, ever more competitive world, all that contributes to a skills shortage and a long-term productivity gap with other advanced economies. The fat years under Sir Tony and Gordon Brown disguised these shortcomings—until the crash, when it became clear that the boom they oversaw was over-reliant on financial services and debt. Using the fruits of Thatcherite economics to fund a more generous state had seemed a political elixir; it turned out to be a fair-weather formula. In the kindest of circumstances, New Labour left some of the hardest problems unsolved. Most new jobs went to foreign-born workers. The number of working-age adults receiving welfare benefits barely shifted.

The cradle of the Industrial Revolution has not yet found a secure niche in the 21st-century economy. Nor has it figured out how to pay sustainably for the sort of public services that Britons expect. If, in the matter of Britain's meltdown, Thatcher is an accessory before the fact, so is Sir Tony.

The country-house red herring

In the upstairs-downstairs, country-house vision of Britain, the country is a museum of class, with overlords surveying their lands and minions scurrying below stairs as they once did at Belton House. Famously, Disraeli wrote of "two nations", the rich and the poor, as distinct as "inhabitants of different planets". England, especially, is indeed a class-ridden place, whose denizens still make snap judgments about each other's backgrounds based on accents, shoes and haircuts. Too many at the bottom of the ladder cannot see a way up it. Some at the top still benefit from unearned

17/12/20
deference. Politicians' default
ary outlook, thinking the business
ernment is to squeeze the rich and
the poor, or vice versa.

But Disraeli's formulation is
for 21st-century Britain. After get-
of muddling through, it is in lat-
country of people who are not exa-
but are by no means rich. Instead
"just about managing", as Mrs May
prime minister but two, described

Take Grantham, a constitu-
which the average income in 2021
£25,600 (\$32,900), just below the
median. (This year, Britain's GDP
son will be more than 25% low-
America's, measured at purchasin-
parity.) Amid the cost-of-living
says Mr Hanbury at the food bank,
households that rely on welfare
but nurses and teachers are com-
stuck: "People live so close to the e-

It is only a 70-minute train ride
don, but power in Westminster se-
mote, reflects Father Stuart Cradd
Wulfram's, a lovely medieval chu-
hind Grantham's low-slung high
Lincolnshire, he says, feels like a
ten county". Keilham Cooke, the
the local council, says young peo-
leave for university often don't com-
Regional inequality is another of
problem that successive British
ments have only desultorily t-
watching on as London sucked in
and capital and other places fell be-

There is something to be said fo-
or, to put it another way, gradual
"highly original quality of the E-
Orwell wrote in 1947. "is their habi-
killing one another." By slowly exp-
the franchise and incorporating the
movement into democratic politic-
ain avoided continental-style ext-
in the 19th and 20th centuries. Whe-
alism perished, along with

https://www.huffingtonpost.co.uk/entry/the-uk-higher-education-system-is-not-fit-for-... Not syncing

The UK Higher Education System Is Not Fit For Purpose. We Need More Apprenticeships

The UK Higher Education System Is Not Fit For Purpose. We Need More Apprenticeships

By John Caudwell

Entrepreneur, philanthropist, and founder of Phones4u

20/02/2018 03:32pm GMT



f t f+ in x

https://www.dailymail.co.uk/news/article-5587837/Why-universities-arent-fit-pur... Not syn

Are there too many students? Almost half of young people now go to universities which spawn dumbed down degrees that equip graduates for nothing in life, writes DAVID GOODHART


By DAVID GOODHART FOR THE DAILY MAIL
PUBLISHED: 23:46, 6 April 2018 | UPDATED: 01:52, 7 April 2018

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The helter-skelter expansion of higher education in the past 30 years is probably the single most profound change to British society in my lifetime.

Around two-thirds of our current universities have opened in that period as the proportion of young people going to university has increased from 15 to nearly 50 per cent.

Like most big and rapid changes, this transition from higher education for an elite to its blessings and drawbacks.



https://www.universityworldnews.com/post.php?story=20221001084825737 Not s

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International Association of Universities President Pam Fredman, Image provided

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GLOBAL
The merit system at universities is not fit for purpose

Brendan O'Malley 02 October 2022

Share Tweet

The International Association of Universities (IAU) is hosting its 16th General Conference on 25-28 October in Dublin, Ireland on the theme of 'Relevance and value of universities to future society' and it opens with a plenary on the 'transformative power of higher education'.

University World News here interviews IAU President Pam Fredman, a professor of neuroscience and a former rector of the University of Gothenburg, Sweden, on the role universities can play in transforming society and why this needs to be backed up by a merit system that recognises the value of engagement with society as well as impact on society.

It will require funding agencies and governments to rethink some of the pressures they place on universities which hinder them from embracing a transformative mission.



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INTERNATIONAL PERSPECTIVE ON UNIVERSITY TEACHING & LEARNING SYMPOSIUM

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'Fabulous...it's fun, it's wild, it's weird,
I loved the book' **TOM PETERS**

Snapshot from Hell

The Making of an **MBA**

PETER ROBINSON

As matters stand, one measure of a university's prestige is how little teaching is asked of its tenured professors. Although there are more endowed chairs at the top, more undergraduates are now taught by graduate assistants, adjuncts and part-time faculty..

HOW DO YOU DIVIDE
17 POTATOES BETWEEN
4 PEOPLE?

MASH 'EM.



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SEALING ID. 11110292

GIVEN ONE HOUR TO SAVE
THE WORLD, I WOULD SPEND
55 MINUTES DEFINING THE
PROBLEM, AND **5 MINUTES**
FINDING THE SOLUTION.



Biggest regrets of the dying revealed

London: A palliative nurse who has counselled the dying in their last days has revealed the most common regrets people have at the end of their lives. Among the top most common regrets of the dying has been "I wish I hadn't worked so hard."

Bronnie Ware is an Australian nurse who spent several years working in palliative care, caring for patients in the last 12 weeks of their lives.

She recorded their dying epiphanies in a blog called *Inspiration and Chai*, which

gathered so much attention that she put her observations into a book called *The Top Five Regrets of the Dying*, the *Guardian* reported. The top five regrets of the dying were:

- I wish I'd had the courage to live a life true to myself, not the life others expected of me.
- I wish I hadn't worked so hard.
- I wish I'd had the courage to express my feelings.
- I wish I had stayed in touch with my friends.
- I wish that I had let myself be happier. ANI

The World's Richest People Who Did Not Complete Their Education

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Thiel Fellowship programme

Education is a bubble in a classic sense. To call something a bubble, it must be overpriced and there must be an intense belief in it... there's this sort of psycho-social component to people taking on these enormous debts when they go to college simply because that's what everybody's doing

← → ↻ <https://thielfellowship.org> 🔍 ⭐ ⚙️ 🗑️ Not syncing

Why

01

A
different
path for
everyone

01

“Knowledge that is
acquired under
compulsion obtains
no hold on the mind.”

– Plato

College can be good for learning about what's been done before, but it can also discourage you from doing something new. Each of our fellows charts a unique course; together they have proven that young people can succeed by thinking for themselves instead of following a traditional track and competing on old career tracks.

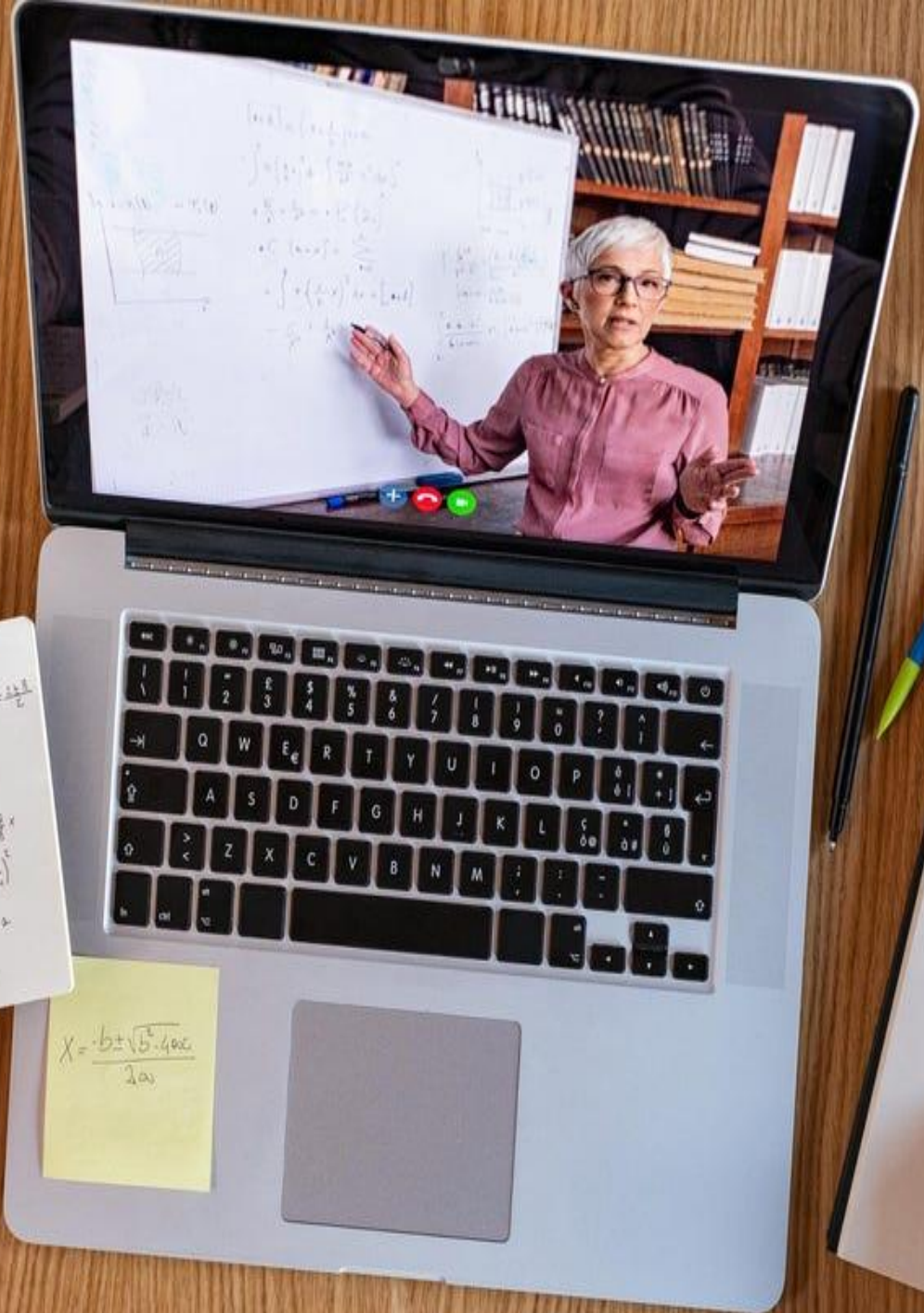


Fad
Surfing
in the
BOARDROOM

EILEEN C SHAPIRO

FAD SURFING (n): the practice of riding the crest of the latest management wave and then paddling out again just in time to ride the next one; always absorbing for managers and lucrative for consultants; frequently disastrous for organisations.

Reclaiming the courage
to manage in the age
of instant answers



$CM = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
 $CM = \frac{-5 \pm \sqrt{5^2 - 4 \cdot 1 \cdot 6}}{2 \cdot 1} = \frac{-5 \pm \sqrt{25 - 24}}{2} = \frac{-5 \pm 1}{2}$
 $CM_1 = \frac{-5 + 1}{2} = -2$
 $CM_2 = \frac{-5 - 1}{2} = -3$
 $\left(\frac{-5}{2}\right)^2 - \left(\frac{-5}{2}\right)^2 = x \cdot \frac{2}{x}$
 $\left(\frac{-5}{2}\right)^2 + \frac{2}{x} = \left(\frac{-5}{2}\right)^2$
 $\frac{2}{x} = \frac{2}{x}$

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

$[h, d] < \left(\pm \frac{1}{n}\right) P \pm d$
 $\int \sin\left(\frac{x}{n}\right)^2 dx = \int \frac{\sin^2 x}{n^2} dx = \int \frac{1 - \cos(2x)}{2n^2} dx$
 $= \frac{x}{n^2} - \frac{\sin(2x)}{2n^2} + C = P_n(2x) + C$
 $= \int \sin\left(\frac{x}{n}\right)^2 dx = [h, d]$
 $\int_a^b f(x) dx = F(b) - F(a)$



‘People who celebrate technology say it has brought us an improved standard of living, which means greater speed, greater choice, greater leisure, and greater luxury.

None of these benefits informs us about human satisfaction, happiness, security, or the ability to sustain life on the earth.’

Jerry Mander (1991)

What will I cover

- Background
- How did I learn
- What did I learn
- ***Where next***

Why Should Scholars Keep Coming Back to John Dewey?

MORDECHAI GORDON

School of Education, Quinnipiac University

Abstract

This essay attempts to explain why philosophers, philosophers of education, and scholars of democracy should keep coming back to John Dewey for insights and inspiration on issues related to democracy and education. Mordechai Gordon argues that there are four major reasons that contribute to scholars' need to keep returning to Dewey for inspiration and guidance. First, is Dewey's pragmatic educational approach that seeks to maintain quality and stability in schools while rejecting the tendency to implement extreme changes in education based on the shifting winds of time. Second, Dewey's works contain both modern and post-modern elements and as such, it is difficult to label him as a member of one particular school of thought. Third, is the fact that Dewey's body of research represents a wide range of topics and interests from art to politics and from philosophy to the nature and purpose of education. Indeed, many of Dewey's essays and books can be viewed as a dialog between modern and postmodern ideas. Finally, and perhaps most important, Dewey's vision of democracy challenges us to recreate our global communities and our systems of education to meet the changing circumstances of history in such a way that all citizens (not just the wealthy or the powerful) can benefit.



THE USEFULNESS OF USELESS KNOWLEDGE

BY ABRAHAM FLEXNER

IS IT not a curious fact that in a world steeped in irrational hatreds which threaten civilization itself, men and women—old and young—detach themselves wholly or partly from the angry current of daily life to devote themselves to the cultivation of beauty, to the extension of knowledge, to the cure of disease, to the amelioration of suffering, just as though fanatics were not simultaneously engaged in spreading pain, ugliness, and suffering? The world has always been a sorry and confused sort of place—yet poets and artists and scientists have ignored the factors that would, if attended to, paralyze them. From a practical point of view, intellectual and spiritual life is, on the surface, a useless form of activity, in which men indulge because they procure for themselves greater satisfactions than are otherwise obtainable. In this paper I shall concern myself with

mental problems. I have no quarrel with this tendency. The world in which we live is the only world about which our senses can testify. Unless it is made a better world, a fairer world, millions will continue to go to their graves silent, saddened, and embittered. I have myself spent many years pleading that our schools should become more acutely aware of the world in which their pupils and students are destined to pass their lives. Now I sometimes wonder whether that current has not become too strong and whether there would be sufficient opportunity for a full life if the world were emptied of some of the useless things that give it spiritual significance; in other words, whether our conception of what is useful may not have become too narrow to be adequate to the roaming and capricious possibilities of the human spirit.

Imagination and the Future University

Between Critique and Desire

KERI FACER

ABSTRACT This essay argues that thinking about university futures requires not only practices of critique and desire, but practices of rigorous and reflexive imagination. Building on Bill Sharpe's three horizons framework, it argues that debates about university futures are dominated by horizon 1 thinking (critique of the current situation) and horizon 3 thinking (normative aspirations toward desirable futures) but that there is limited exploration of horizon 2 (the emerging possibilities that may create radical disruption). The article draws on futures and anticipation studies, in particular Ziauddin Sardar and John Sweeney's "postnormal menagerie," to model a set of imaginative inquiries into the blind spots, blank spots, and different forms of ignorance through which highly divergent university futures might be explored. It concludes by proposing two scenarios for university futures—the "Campus of the Sky" and the "Pirate University"—as sites of generative experimentation and further research, and with a call for a radical diversification of participation in dialogues about the future of the university.

KEYWORDS futures, higher education, universities, time, method

An invitation to write about "Global Higher Education in 2050" is an invitation to the imagination. On a thirty-year time horizon, in conditions of radical uncertainty fueled by climate crisis, transformative technologies, new populisms, and rogue elites, any claim to knowledge of the university of 2050 is likely to be wrong. The challenge, then, is to imagine the future of the university in ways that respect its epistemological ambiguity; to work out how to avoid being locked simply into the

At the
end of
the day,
it is
what it
is.

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**YOU HAVE YOUR WAY. I HAVE
MY WAY. AS FOR THE RIGHT
WAY, THE CORRECT WAY, AND
THE ONLY WAY, IT DOES NOT
EXIST.**

Friedrich Nietzsche

HOW MUCH YOU LEARN

FROM
THEORY



FROM
PRACTICE



FROM
MISTAKES



THE ROAD TO WISDOM

The road to wisdom? -- Well, it's plain
and simple to express:

Err

and err

and err again

But less

and less

and less

Pete Hein

**By three methods we may learn wisdom:
First, by reflection, which is noblest;
Second, by imitation, which is easiest; and
third by experience, which is the bitterest.**

Confucius



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SUPPORTING UNIVERSITY OF SALFORD COURSE

I have been a visiting professor at the University for years and have been interacting with their Masters in Public Health (MPH) students through masterclasses and individual support to students. We are now building on this work to help students on their life's journey beyond the formal course.

[Here is the introductory talk to the MPH students starting in Sep 2021.](#)

Here is what **Dr Anna Cooper-Ryan** has to say:

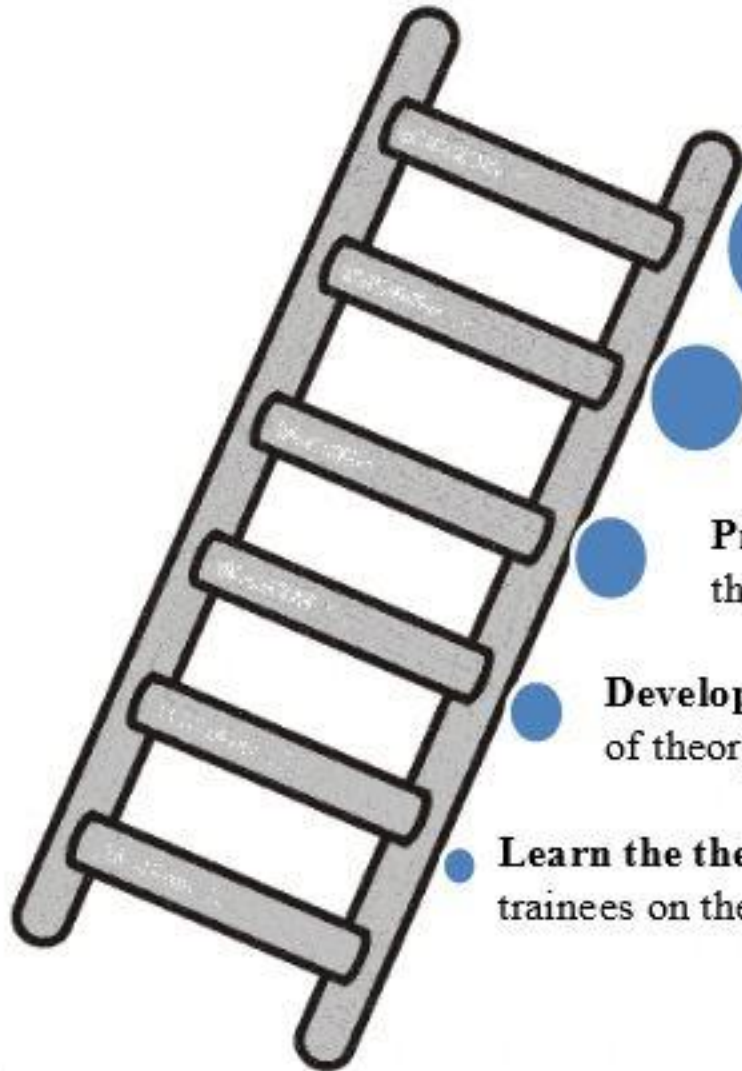
Reflection can help students with their development and more importantly their employability. Processing, sense checking and creating meaning around what we have learnt and experienced helps students to plan for the future, preparing them for how to apply their learning across different situations. Across both the Masters and Degree Apprenticeship there are various

How to be a successful public health practitioner: Reflection is the way



Rajan Madhok

Global learning: the Learning Ladder



Become a leader: Health, education and research leaders of the future

Become a trainer: Global learning 'champions' mentor and train the next cohort of global 'learners'

Practice Independently: Application of knowledge and critical thinking into evidence based practice

Develop skills : Skills-based training and application of theory to real-world public health environment

Learn the theory: Online education of students and trainees on theory

For the vision of one man lends not its
wings to another man

Khalil Gibran

**Caveat emptor: (Why) University
education is not enough**

**BUT
It can add value.....**

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.