

Project Outline

UTC2721

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"If you're not prepared to be wrong, you'll never come up with anything original." Ken Robinson

"We cannot solve our problems with the same thinking we used when we created them." Albert Einstein.

Motivation: In a 21st century characterized by VUCA (Volatility, Uncertainty, Complexity, Ambiguity), the knowledge of the past and present might not adequately prepare us for a nouveau tomorrow. Self-exploration and self-learning are important traits for intelligent citizens of the 21st century. Moreover, in an internet age with an abundance of information, the ability to analyze and evaluate information is paramount. The motivation of this project is to propagate self-exploration, analytical, and evaluation capabilities.

Learner-centric vs Subject-centric

Topic: Any Social issue(s)/idea(s)/concept(s)/phenomenon

Recommended/Suggested

- Interdisciplinary Thinking (Relating diverse disciplines/Lateral Thinking)
- Model Thinking (Illuminate core aspects/Raise new questions/Expose prevailing wisdom/Relating different models)
- Systems Thinking (i.e. Systems Archetypes)

4 Building Blocks:

1. Research
2. Interdisciplinary Thinking
3. Model Thinking
4. Systems Thinking

Length of Project: About 2000 words. An appendix beyond 2000 words is allowed.

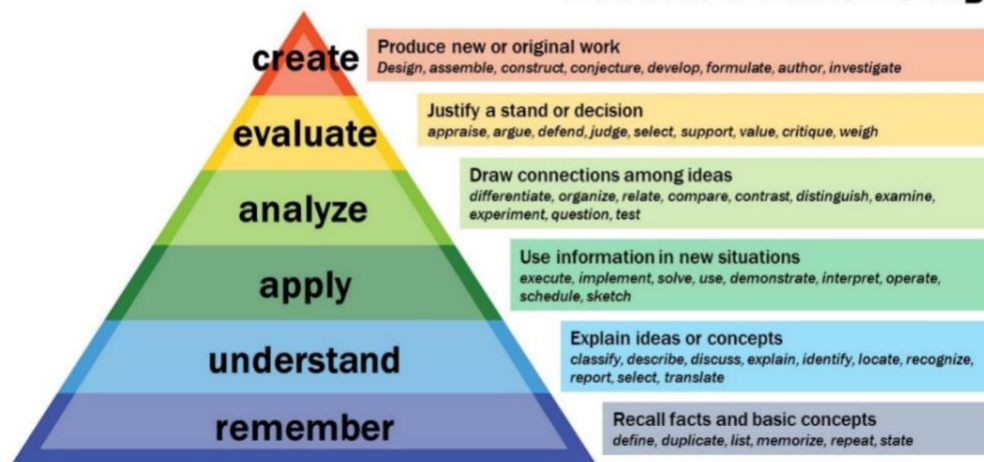
Submission Date: April 12 (Time: 2359)

Frameworks/Guidelines:

A multiple-model approach to learning and project.

Bloom's Taxonomy

Bloom's Taxonomy

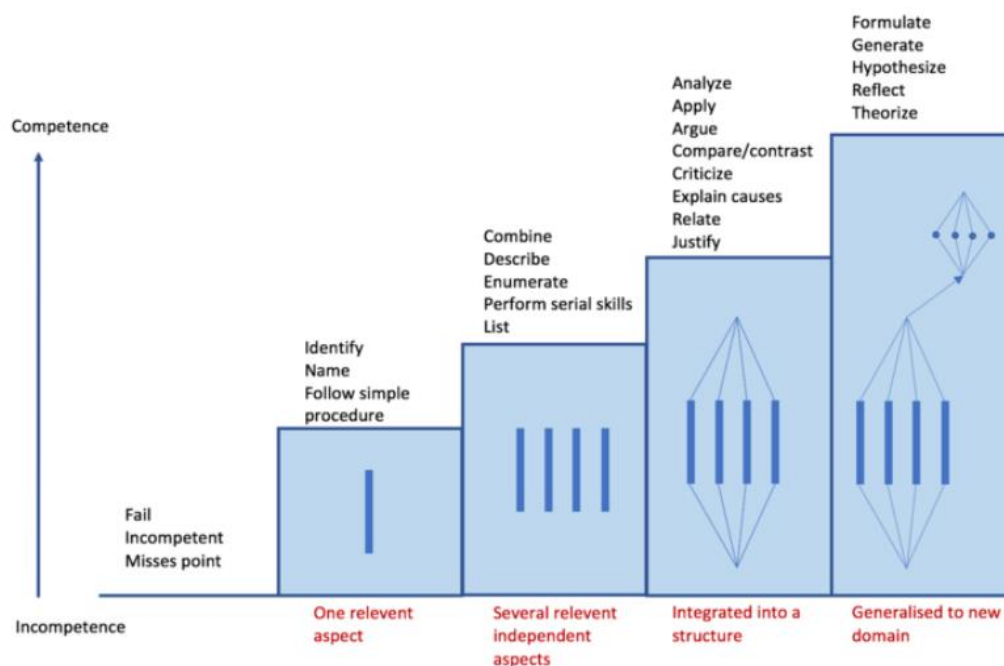


What makes a 'good' project? As depicted by the Bloom's Taxonomy, there are different levels of learning.

Are we able to apply a concept in a particular context? Are we able to analyze, compare and contrast related ideas or examine/differentiate between similar ideas? Are we able to evaluate/generate perspectives of value or critique about issues and/or theories? Although uniqueness is better than perfection, at this point, the production of significantly new/original work might not be 'attainable'.

The Bloom Taxonomy does not have to be hierarchical or linear. We do not have to cover all aspects in the Taxonomy. Nonetheless, we seek a higher level or levels on the taxonomy. You can approach it in a nonlinear manner, i.e. analyze and evaluate without application. And it is self-evident that one has to understand before analysis or evaluation.

SOLO Taxonomy



Utilizing the SOLO taxonomy model for our project purposes, we can look at the last two categories: 1) Integrating into a structure. 2) Generalized to new domain.

Integrating into a structure: To achieve higher learning and exhibit competence, we can seek to relate and compare/contrast different models and concepts or critique and argue about aspects of various models and concepts.

Generalized to new domain: Can we evaluate and generate new perspectives about complex issues by applying various models and concepts to a domain? Can we theorize and hypothesize various implications by reflecting upon various models and concepts in social science?

Bloom's and SOLO Taxonomies can be utilized as frameworks for our greater learning and also serve as guidelines for the production of a 'good/great' project.

Student Objective: Do something that truly interests/excites you. Do not try to do 'everything'. And hopefully, we all can achieve the 'emergence' of learning beyond our expectations.

Final Report (30%): A final report of your learning and self-exploration