

Review of: "The 60-Year Curriculum"

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Potential competing interests: No potential competing interests to declare.

Title: The 60-Year Curriculum: New Models for Lifelong Learning in the Digital Economy

Review:

The 60 year curriculum: New Models for Lifelong Learning in the Digital Economy, provides a comprehensive picture of the shifting educational landscape in the digital age. The authors advocate for the development of a more flexible, adaptable approach to education that extends beyond traditional models and fosters lifelong learning to keep pace with rapid societal changes.

The book is divided into ten chapters, each delving into various aspects of the 60-Year Curriculum (60YC) and presenting examples of innovative educational programs and initiatives.

Chapter 1 introduces the concept of the 60YC and its implications for higher education institutions, employers, and individuals. It emphasizes the need for a new educational paradigm that recognizes the changing nature of work and workforce.

Chapter 2 explores the emergence of new educational models in response to technological advancements, globalization, and demographic shifts. The authors argue that traditional institutions must adapt to these changes by offering more flexible and accessible learning opportunities.

Chapter 3 discusses the importance of lifelong learning as a key component of the 60YC, emphasizing the need for individuals to continuously develop their skills and knowledge throughout their careers.

Chapter 4 introduces the concept of the 60YC as a strategic approach, focusing on interdisciplinary and transdisciplinary learning. The authors advocate for human-centric learning and the application of design thinking to create a more collaborative and student centered educational experience.

Chapter 5 presents a case study of Georgia Tech's innovative higher education initiatives. These include implementing design-based learning, focusing on whole-person education, personalized advising, AI and personalization, and expanding the institution's global presence through online programs.

Chapter 6 delves into the systemic and sustainable impact of educational design, exploring the interconnectedness of artifacts, processes, experiences, systems, and culture in shaping educational outcomes. The authors also highlight the importance of narrative identity and career development across the lifespan as crucial elements of 60YC.

Chapter 7 examines the disconnect between higher education and employers, proposing a market-driven approach to education that actively engages employers in curriculum development and emphasizes experiential learning.

Chapter 8 discusses the role of university-based executive education and professional development programs, such as the Institute for Educational Management (IEM) at the Harvard Graduate School of Education, in supporting higher education leaders as they navigate the challenges of implementing the 60YC.

Chapter 9 presents a case study of the Harvard Division of Continuing Education (HDCE), illustrating the institution's efforts to reorient its strategic focus and implement the 60YC through virtualization, personalization, credential harmonization, and institutional collaboration.

Chapter 10 assesses the current state of the 60YC identifying the areas for further research and development, including andragogy, sustaining lifelong engagement, and the need for a more holistic understanding of the multiple career trajectories that individuals will likely experience in the 21st century.

Throughout the book, the authors make a compelling case for a systemic and sustainable approach to educational design that comprehends the complexity of the modern educational scenario. By embracing the concept of multiple careers and focusing on the development of 21st century skills and competencies, the 60YC offers a promising educational milieu. It is a must-read for educators, policymakers, and anyone interested in understanding and shaping the future.