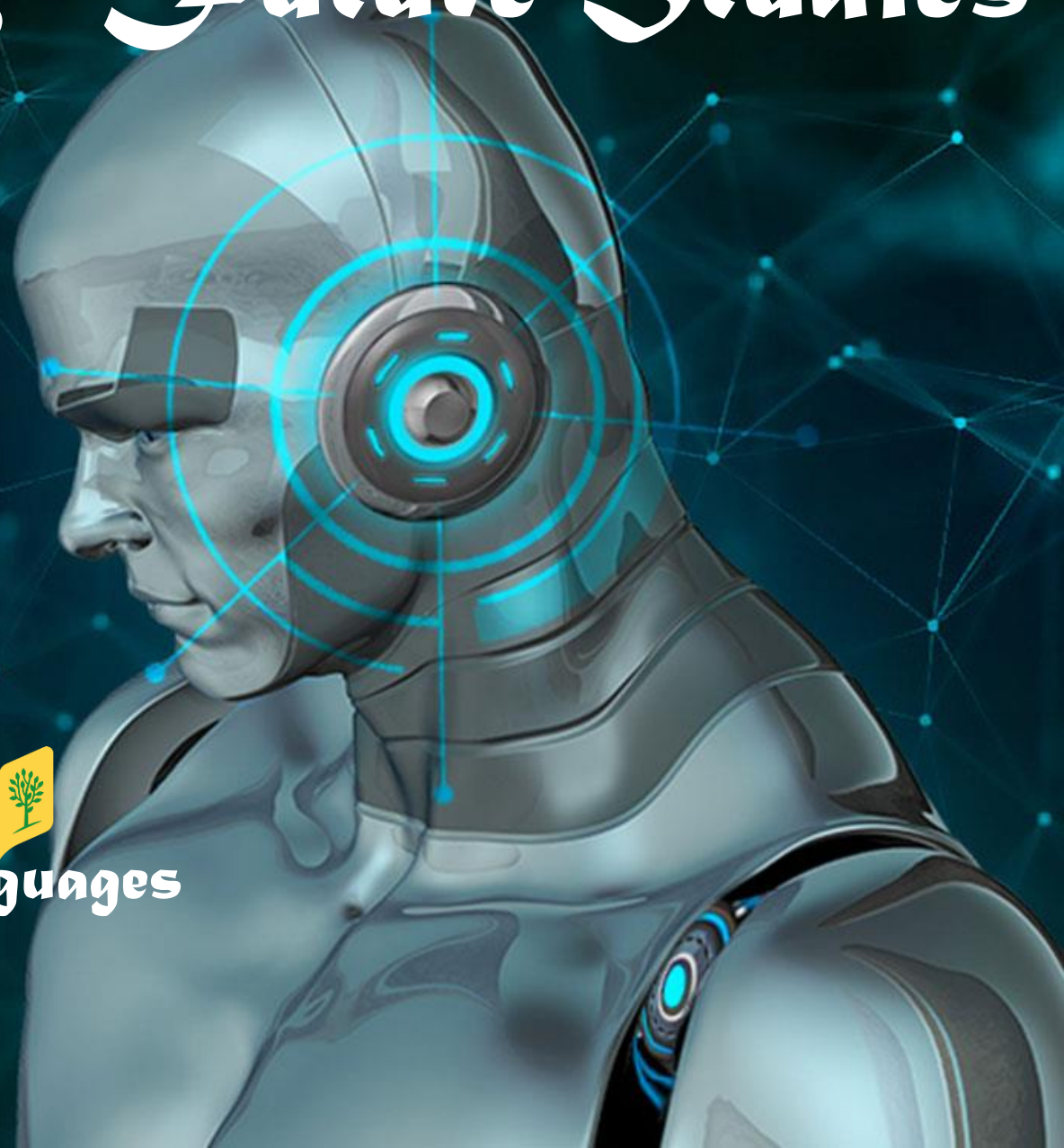


Alpha Generation & Future Studies

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Wenzao Ursuline University of Languages





Agenda

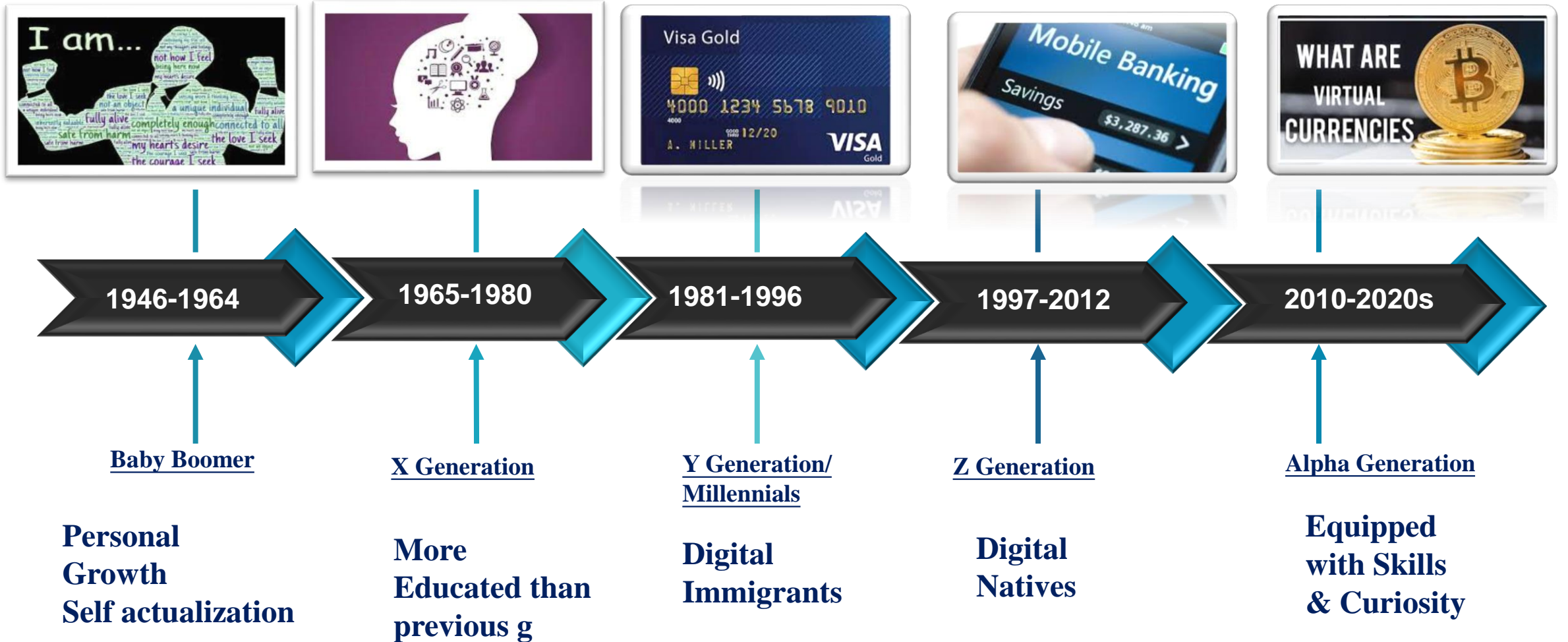
01 Generations: Core Value & Career

02 The Core Values of Future Education & Studies

03 Cross-disciplinary Talent

04 Conclusion

J. Generations vs Alpha Generation ¹⁻¹



I. Generations: Alpha

Generation ¹⁻²



I. Educate the Future Alpha ¹⁻³



Alphas: born since the year 2010 and increasing exponentially with a rate of 2.5 million every week (McCrindle, 2009)



School teachers should see the generation alpha as digital citizens on a digital nation

50 years of difference: gaps

J. Future Generation ¹⁻⁴

Evolving needs and demands in teaching

**It is critical, to question
the qualities sought by academia to offer
insight into educational, scholarly, and professional trends**

**MOOCs, teach bots, virtual learning
platforms,
and Wikipedia are among technics
marking a digital transformation of
knowledge**

1. Reality of Future Education

Will the university survive in the future and if

so, for what purpose? ¹⁻⁵

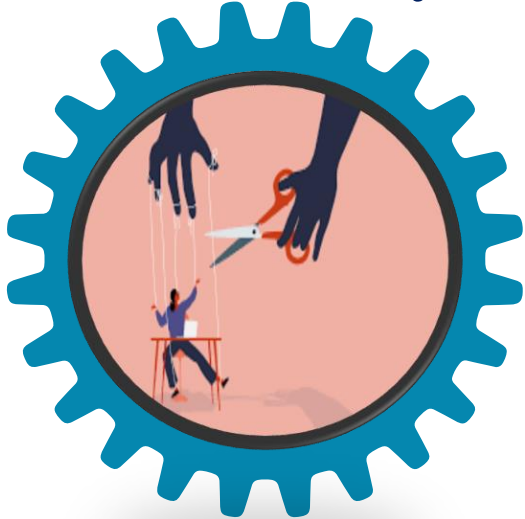
**New
Humanities**



Director



**Increasing
Autonomy**



Developer



**Deconstruction of
a deconstruction**



Effective



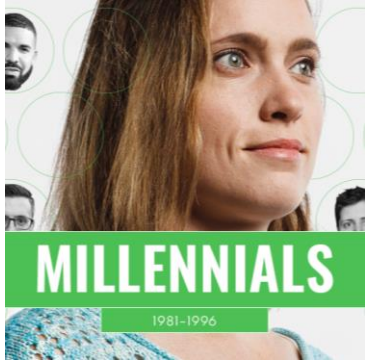
Human Capital



Integrity



I. Stronger Opinions and More 1-6



General Power Index: economic, politics, culture



J. Young people ¹⁻⁷

youth are frequently distracted in and outside of the classroom by their smart devices—challenges for academic educators

I. Digital Transformation of Knowledge¹⁻⁸

**We Create
Quality
Education
Teaching+
Learning +
Value**



**Propose a new Humanity for a
University without condition**

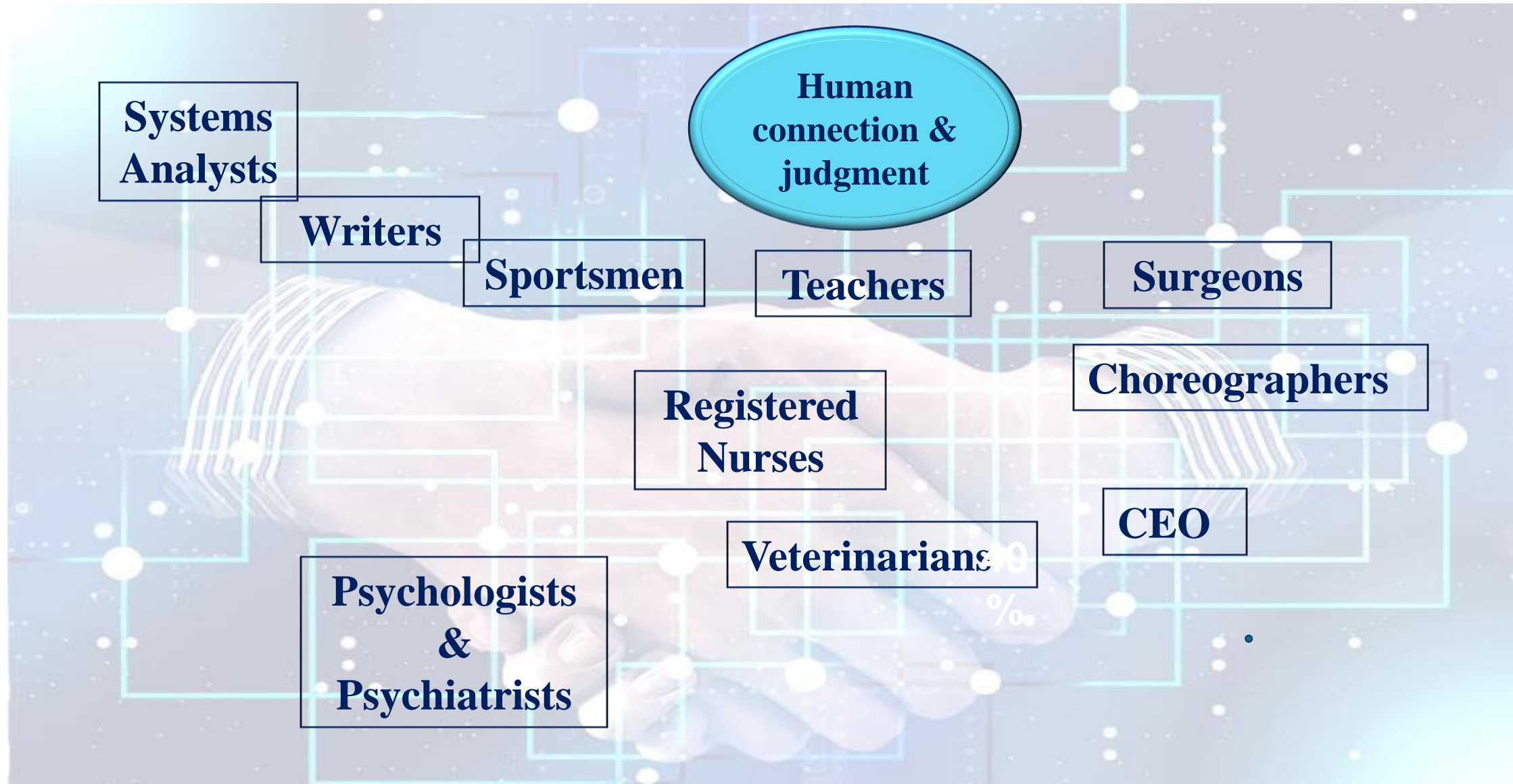
**Democratize
knowledge and
increasing autonomy**

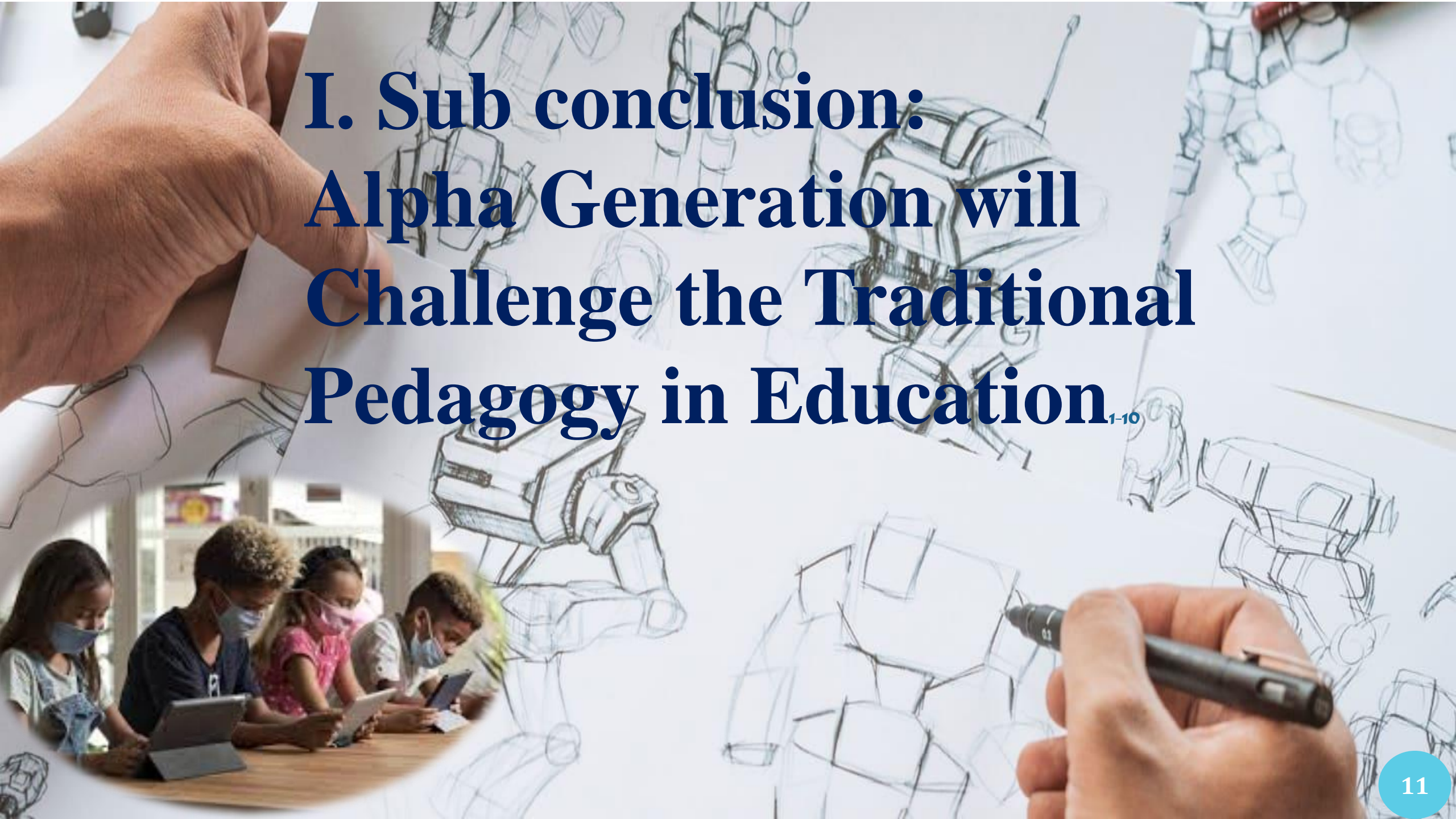
**Learner-facing Digital
Courses**

**Teachers' & Faculties'
engagement**



I. Jobs That Will Never Be Replaced By AI¹⁻⁹



The background of the slide is a whiteboard with several pencil sketches of a robot. A hand in the top left corner is holding a piece of paper, and a hand in the bottom right corner is holding a black marker, actively drawing one of the robot's limbs. In the bottom left corner, there is a circular inset showing a group of diverse students in a classroom, all wearing face masks and looking at their tablets or laptops.

I. Sub conclusion: Alpha Generation will Challenge the Traditional Pedagogy in Education.

II. Future Education ²⁻¹

The real aim of education is to form enriched personalities and to prepare the young to flourish by living fully responsible lives--

A Fundamental Premise of Saint Angela's Vision and of Ursuline Education



II. The Core Value of Future Education: Faith in Education 2-2



External environment vs Internal Belief



Teaching is a sustainable service, not only a job



Organizational Culture and Citizenship



Wenzao teacher:
busybody

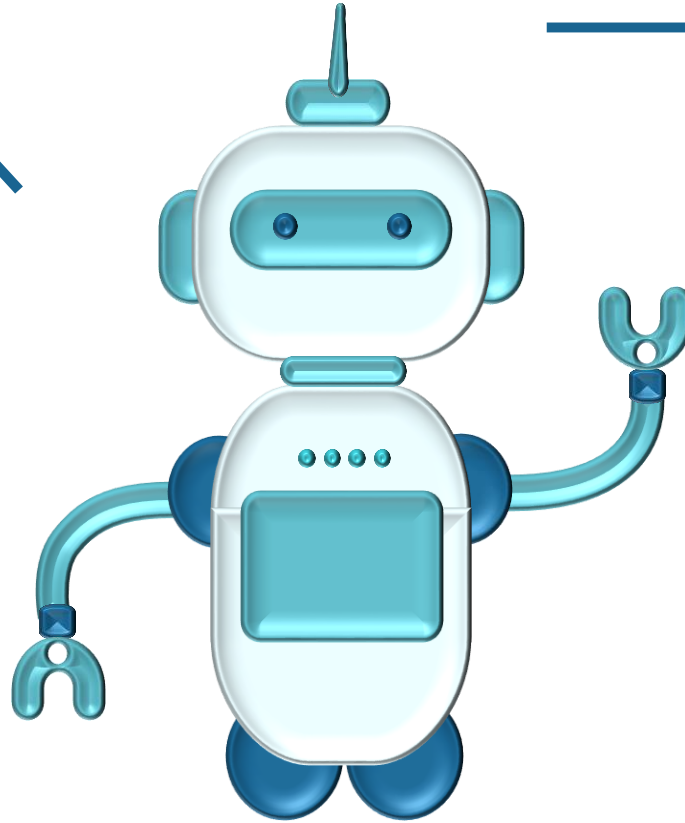
II. University Milestone 2-3

1966

Wenzao was founded as a pioneering effort in language education and talent cultivation

1999

Wenzao was reconstituted with full college programs



1980

The admission of male students was approved to cultivate many more that aspire

2013

Wenzao was officially renamed as a university to better connect the world

II. Motto of Wenzao 2-4

*Revere the Divine
Love the Human*



**Respect
Personal
Pride**



**Accept
Individual
Differences**



**Develop
Potentiality**

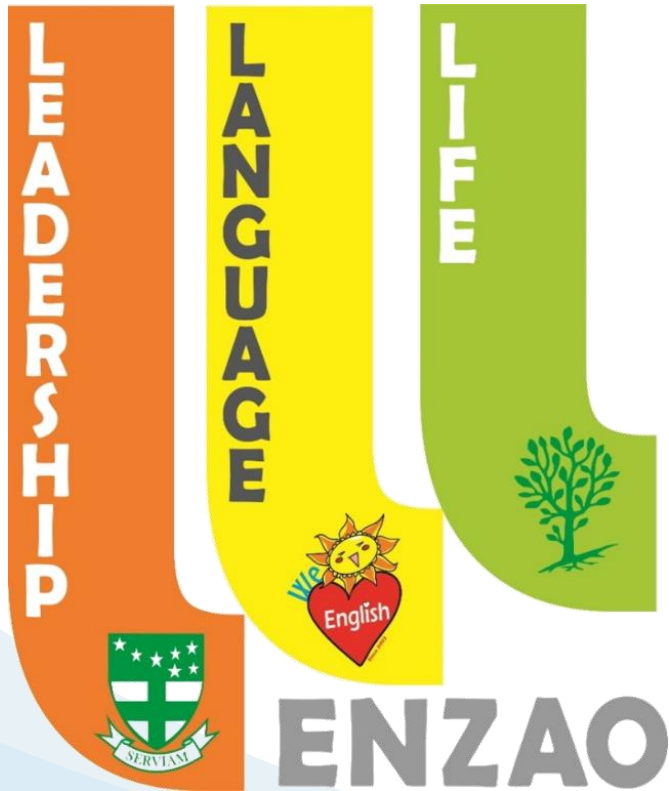


**Serve
Others**



II. Aims of Education Philosophy

Embodies in 3L ²⁻⁵



Life

- **Respect Life**
- **Develop Individual Potential**
- **Create the Future**

Language

- **Communicate in Relationships**
- **Communicate Meaning**
- **Communicate Internationally**

Leadership

- **Enjoy Service**
- **Awaken Life**
- **Create Vision**

II. The Characteristics that will Sustain ²⁻⁶



Cross-field & practical application: Specialty

(medical, technology, management, etc.)



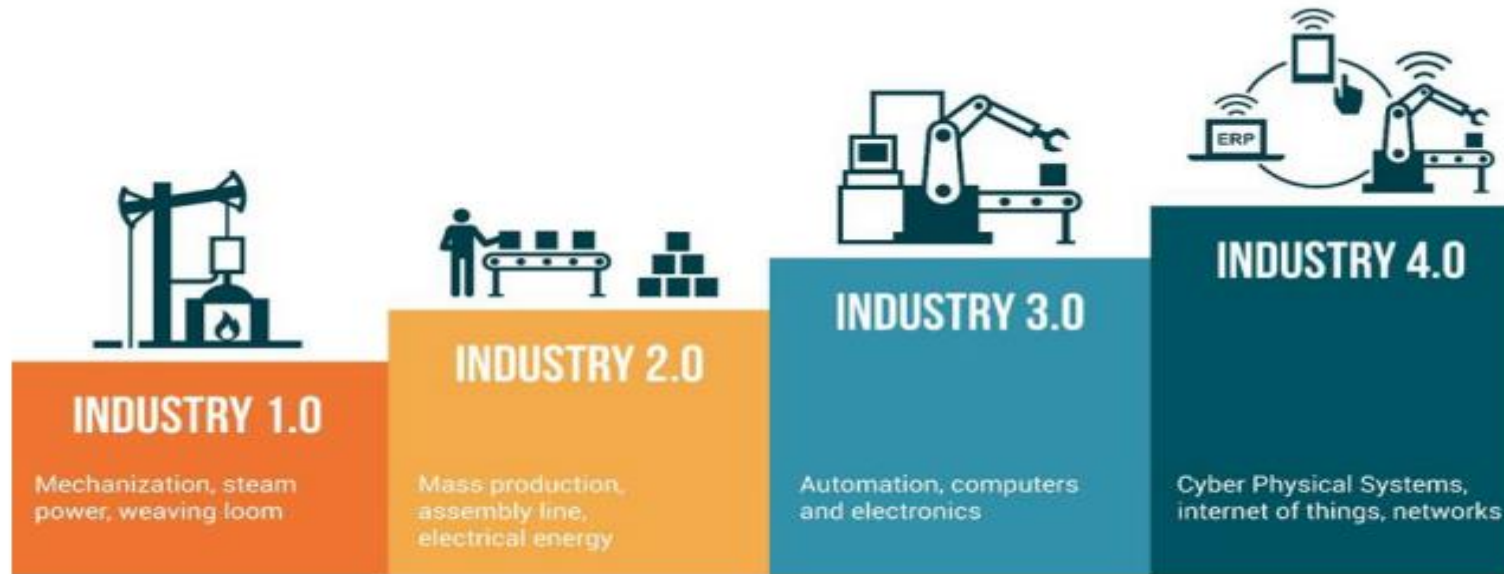
Humanistic care & interaction: The Essence of Education

(speculation, cooperation, creativity)



Language analysis, high-level language use: Communication Skills

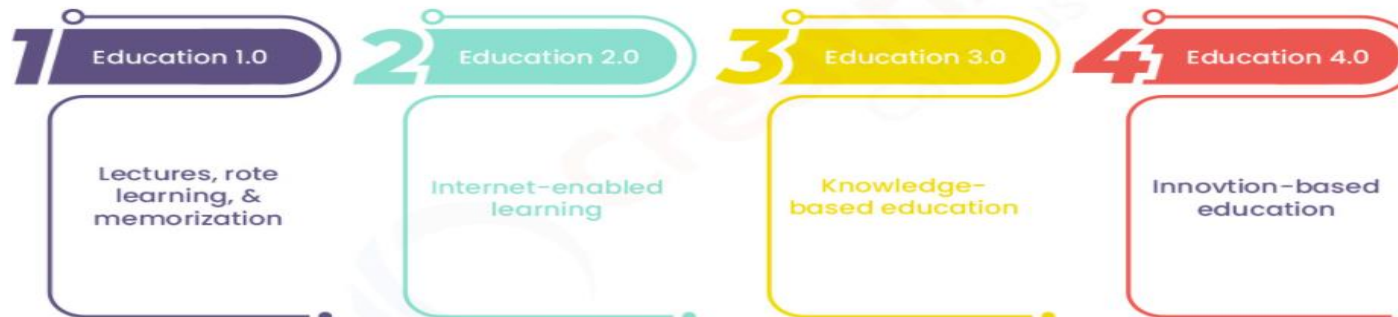
II. The Core Values of Future Education ²⁻⁷



Source: McLellan (2018^[4]).

4Cs+E

Education 4.0 - Dramatically different learning



II. Values to be Operated ²⁻⁸

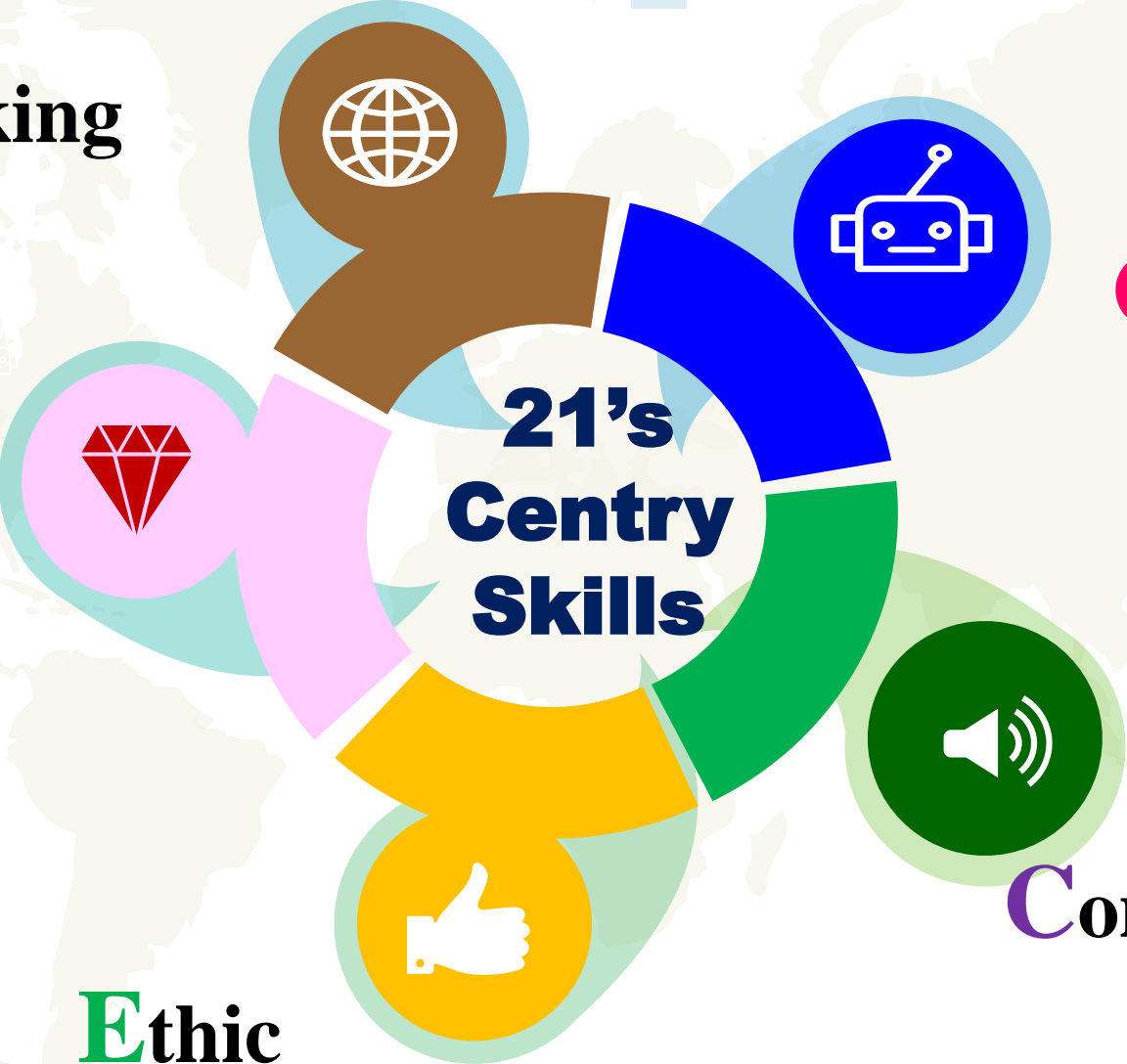
Critical Thinking

Creativity

Collaboration

Communication

Ethic



II. Education in New Era characteristics that will sustain Up with the date ²⁻⁹



III. Cross-disciplinary Talent 3-1



III. Reasons Why Soft Skills Are Important Skills of the Future ³⁻²

A

**Higher-education and business leaders cite soft skills:
important driver**

B

Automation cannot replace soft skills

C

Better prepare students for college, career, and life

III. New Education Literacies of Higher Education ³⁻³



**Technology
Literacy**

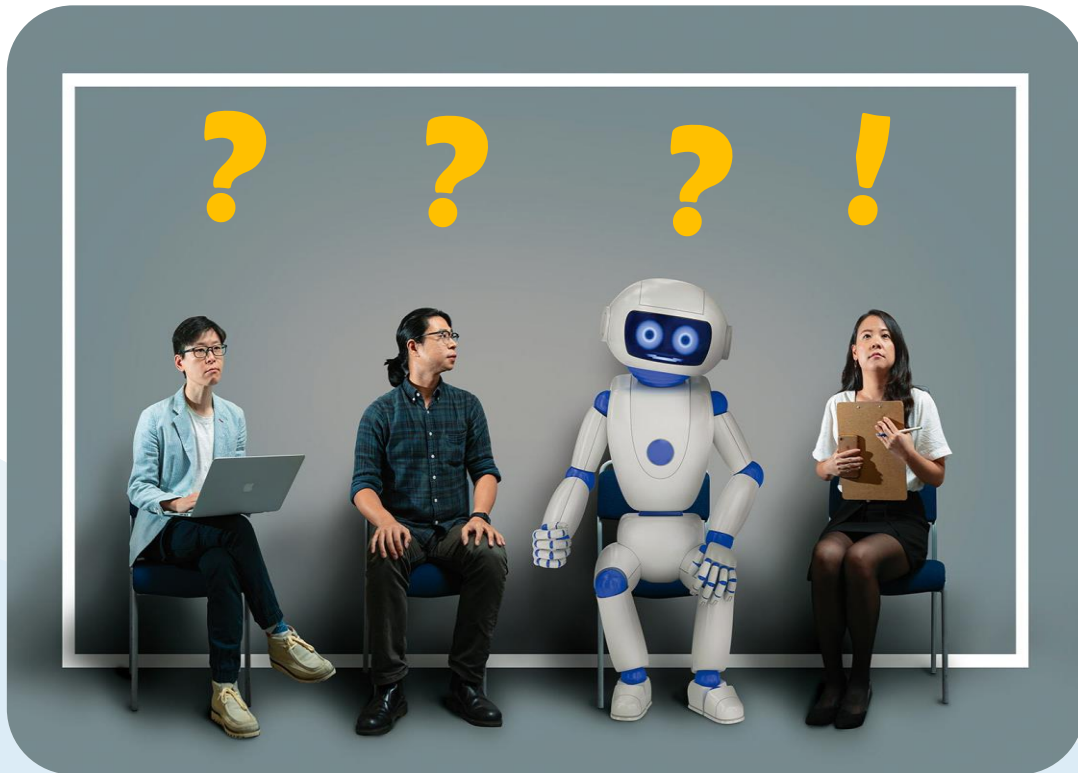
**Human
Literacy**

**Data
Literacy**



III. Satisfying the needs, wants, demands, that the most *Sophisticated Robot* cannot accomplish ³⁻⁴

Incubate the **Next Generation** of college students to



Invent



Create

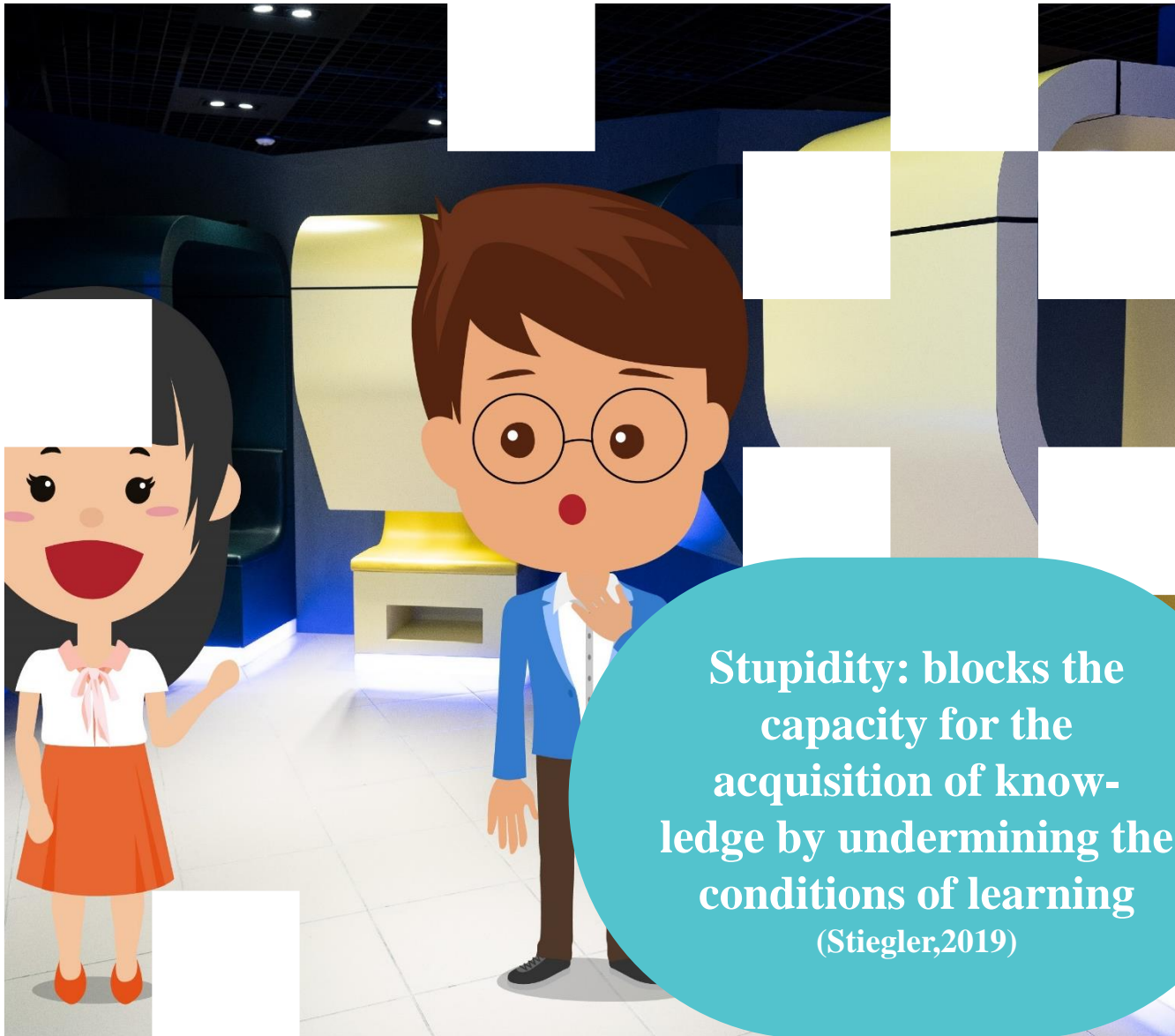


Discover



Surprise

III. Functions of Future University ³⁻⁵



Stupidity: blocks the capacity for the acquisition of knowledge by undermining the conditions of learning
(Stiegler,2019)

- To form and train young people
- Wage ward against stupidity
- Technical system as encoding memories to enable learning
- Combat stupidity and to cultivate critical thinking not as a pedagogical matter but as the (global) problem of attentional formation within a digital age

III. How to Transform ³⁻⁶



Wenzao Laurel Method & Thinking

English Ability Improvement

Future Work Lab

Cross-Disciplinary Program

III. Laurel Method & Thinking: Ursuline DNA



Spirit of St. Angela



make Ursuline magnificent



This 'Laurel' is the Laurel Tree
on the emblem of the Ursulines

III. Laurel Method: Design thinking ³⁻⁸



Inspired by
Spirit of Wenzao Ursuline Education



Who are we serving? How can we serve better?



What is the hope we can aspire to?



Is this essential or is this vanity? 5 Whys?

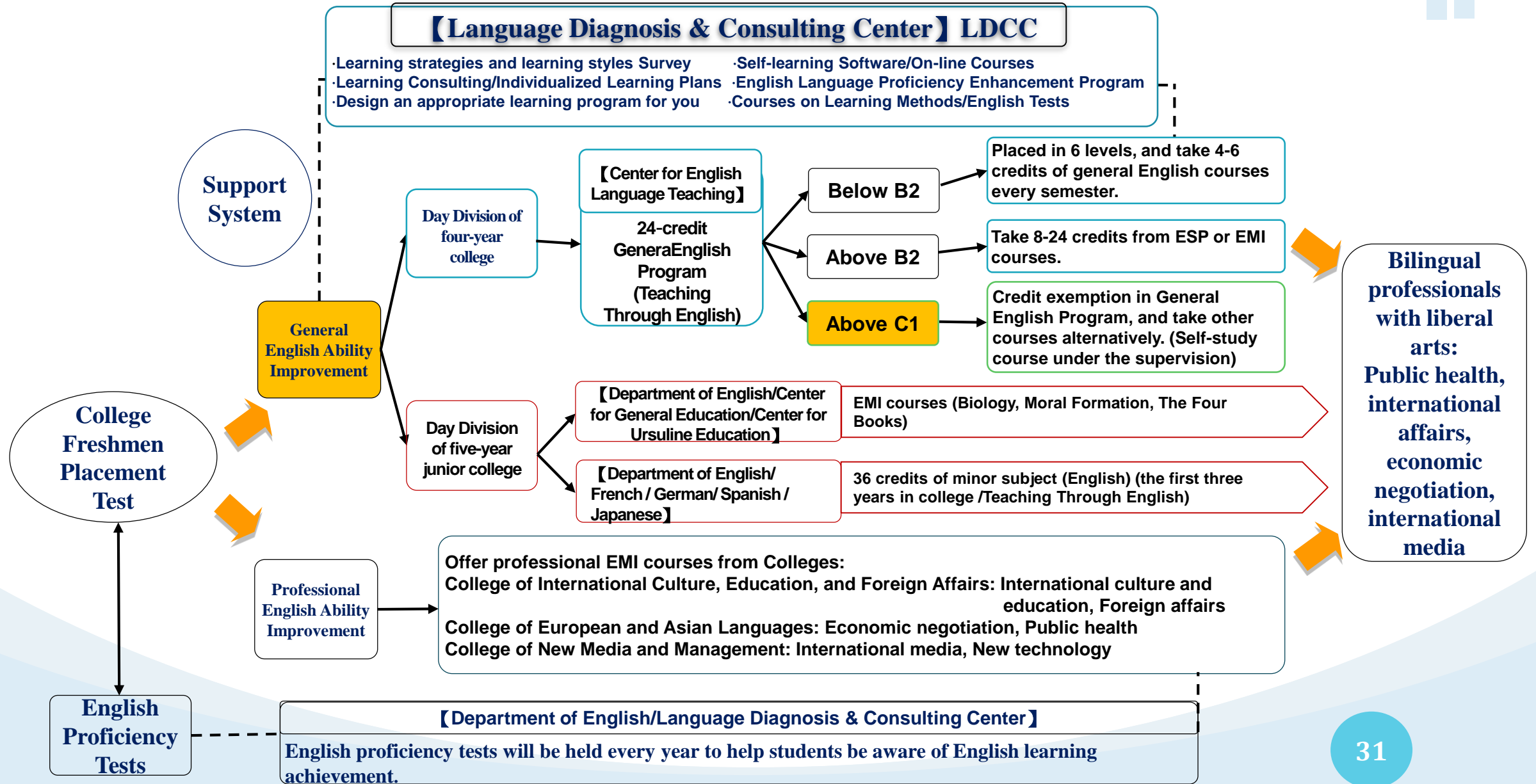


Who can we work with to fulfil this mission?



How can we shape this new idea with courage and pragmatism?

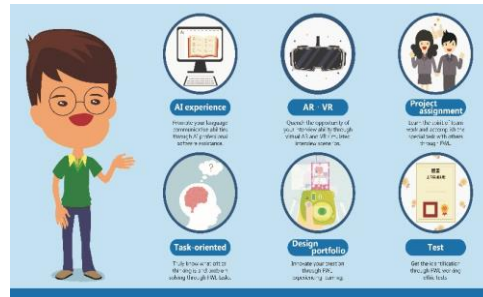
III. The Process of English Ability Improvement ³⁻⁹



III. Future Work Lab 3-10



Interactive Experience



Creative Learning Space



Experiential Learning



we link open technology with sustainable learning and teaching

III. Decentralized Learning 3-11

Future Work Lab

Industrial talents 4.0+

Education 4.0 = 4C+ε



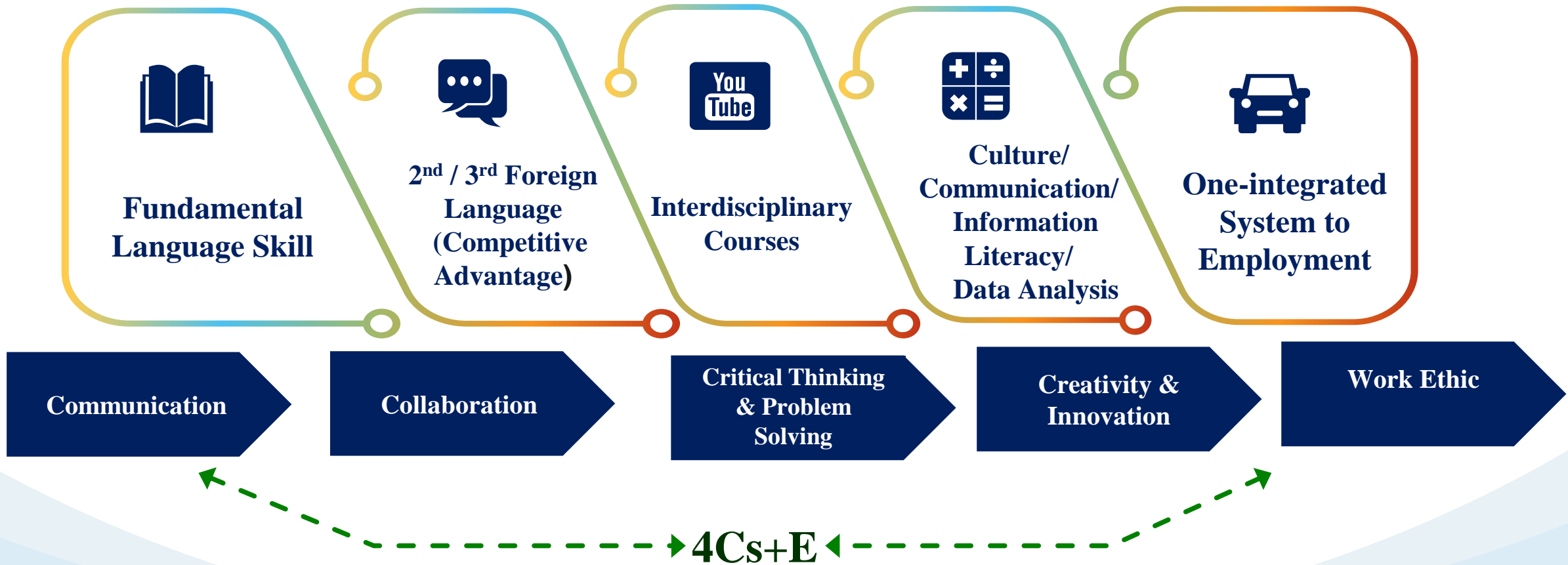
Workplace Introduction

Career Exploration

Lifelong Learning



III. From Learner to Intern, Student to Employee ³⁻¹²



From student professionalism, seamless integrate to industrial employment

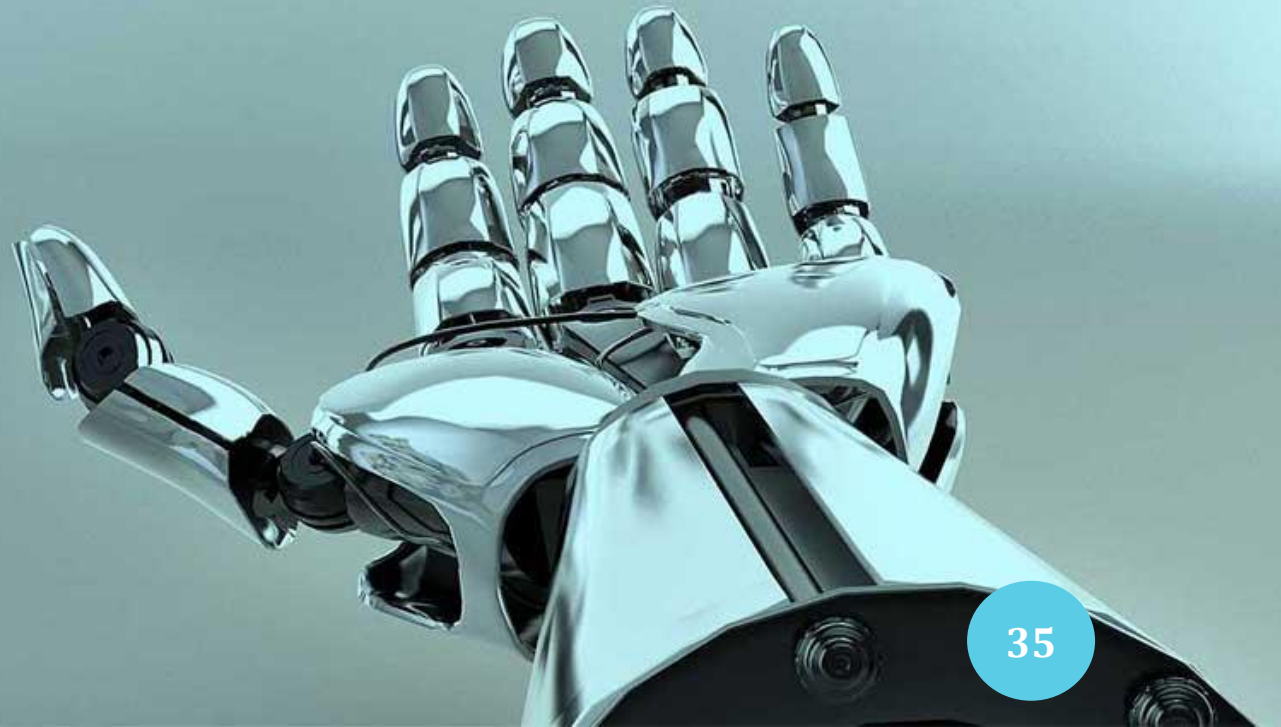
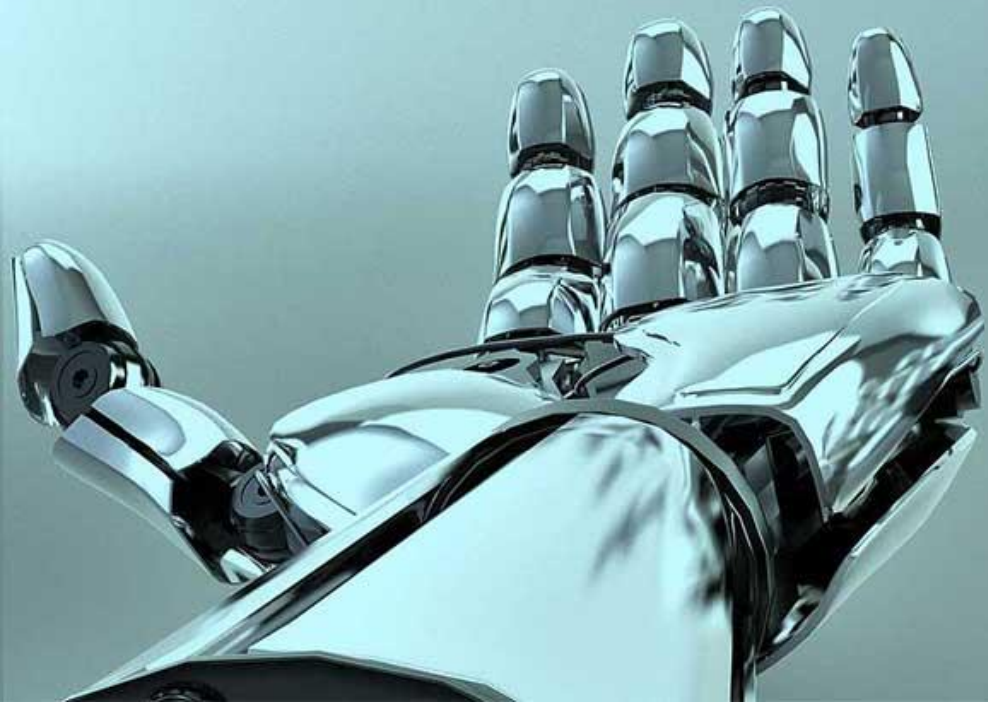
III. The Cross Disciplinary Program 3-13





**III. Transform into a Cross-disciplinary Talent Bank:
4 strategic plans**

IV. Conclusion



III. Transform into a Cross-Disciplinary Talent Bank



Career Focused Education :

general and occupational skills



Work Based Learning(WBL)

mentors, Career and Technical Education Student Organizations (CTSO), skill-based competitions, and real-world classroom projects

Mobley et al.,2017

IV. Conclusion

Education of Mindfulness ⁴⁻¹

Critical Thinking,
Creativity,
Communication,
Collaboration
Ethic



Life,
Language,
Leadership

3Ls

4Cs+E

Overcome the present/future dualism that
is the basis for the insufficiency of now

IV. Conclusion Education of Mindfulness



4-2



Mapping the landscape of academic education ⁴⁻³



IV. Conclusion

- Integrity education
- Cross-disciplinary programs
- Social impact with open technology
- Timely educational approach for skill development
- Total Quality Management
- Sustainable University



Together, we make the
change



THANK YOU

Margarita Sheu, Wenzao Ursuline University of Languages

