Higher Education and Liberal Arts Education

- Lots of education programs that advocate to need skills and values for the current educational space, Edward Miller (2003), Bryan Edward Pfenninger (2016), and William Thoery (2014).
- In terms of research analysis, it shows that education at Yale-NUS College, a newly established liberal arts college in Singapore, teaches correct lessons in uncommon ways and indirectly teach wrong lessons in its curricular and co-curricular programs, residential education, and campus design.

Background

- Global warming, climate change, environmental disasters and crises, and sustainability have become the buzzwords of the century.
- Scholars have coined the term Anthropocene*: referring to the current geological epoch, highlighting the crucial role of human beings in shaping the environment.
- In this epoch, human activity has been a dominant influence on Earth's natural systems, leading to significant environmental changes.

Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

*Scholars have coined the term ‘Anthropocene’: referring to the current geological epoch, highlighting the crucial role of human beings in shaping the environment.

New Education Goals

- Education for the Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

Case Study

Yale-NUS College: a liberal arts college that stresses interdisciplinary learning and research. Education in the Anthropocene: indirect teaching wrong lessons in the school's curricular and co-curricular programs, residential education, and campus design. A functionalist view suggests education serves to equip students with the right qualities, skills, and values they have the willingness and disposition to use the capability (knowledge and skills).

Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

Results and Discussions

Curricular and Co-curricular Programs

- There is a mandatory common core curriculum that accounts for 31% of the total academic credit hours.
- The common core curriculum exposes students to different modes of inquiry and academic disciplines while promoting interdisciplinary and to draw critical, creative and active thinking (Tan, 2016).
- The school administration has emphasized the importance of accommodating the curricula for Yale-NUS; the need of a ‘core’ subject in liberal education.

Case Study

Yale-NUS College: a liberal arts college that stresses interdisciplinary learning and research. Education in the Anthropocene: indirect teaching wrong lessons in the school's curricular and co-curricular programs, residential education, and campus design. A functionalist view suggests education serves to equip students with the right qualities, skills, and values they have the willingness and disposition to use the capability (knowledge and skills).

Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

Results and Discussions

Curricular and Co-curricular Programs

- There is a mandatory common core curriculum that accounts for 31% of the total academic credit hours.
- The common core curriculum exposes students to different modes of inquiry and academic disciplines while promoting interdisciplinary and to draw critical, creative and active thinking (Tan, 2016).
- The school administration has emphasized the importance of accommodating the curricula for Yale-NUS; the need of a ‘core’ subject in liberal education.

Case Study

Yale-NUS College: a liberal arts college that stresses interdisciplinary learning and research. Education in the Anthropocene: indirect teaching wrong lessons in the school's curricular and co-curricular programs, residential education, and campus design. A functionalist view suggests education serves to equip students with the right qualities, skills, and values they have the willingness and disposition to use the capability (knowledge and skills).

Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

Results and Discussions

Curricular and Co-curricular Programs

- There is a mandatory common core curriculum that accounts for 31% of the total academic credit hours.
- The common core curriculum exposes students to different modes of inquiry and academic disciplines while promoting interdisciplinary and to draw critical, creative and active thinking (Tan, 2016).
- The school administration has emphasized the importance of accommodating the curricula for Yale-NUS; the need of a ‘core’ subject in liberal education.

Case Study

Yale-NUS College: a liberal arts college that stresses interdisciplinary learning and research. Education in the Anthropocene: indirect teaching wrong lessons in the school's curricular and co-curricular programs, residential education, and campus design. A functionalist view suggests education serves to equip students with the right qualities, skills, and values they have the willingness and disposition to use the capability (knowledge and skills).

Anthropocene: a new focus of education as students need them to function and survive in the new age (Ascillgby, 2019); a whole set of new knowledge, skills, and values are needed to be equipped for the students to be future ‘change-makers’ (Nussbaum, 2004).

Results and Discussions

Curricular and Co-curricular Programs

- There is a mandatory common core curriculum that accounts for 31% of the total academic credit hours.
- The common core curriculum exposes students to different modes of inquiry and academic disciplines while promoting interdisciplinary and to draw critical, creative and active thinking (Tan, 2016).
- The school administration has emphasized the importance of accommodating the curricula for Yale-NUS; the need of a ‘core’ subject in liberal education.