“Mapping the Universe and Other Small Things: The Quest for Story-Based Exploratory Learning.”
Curtis Wong, Principal Researcher, Microsoft Research
October 3, 10 am
Science Center, Room 4102
Graduate Center, CUNY

Abstract:
This talk deconstructs a number of critically acclaimed interactive media projects across vastly different topics ranging from music, art, astronomy, history, economics, cultural history, physics and data visualization to reveal a common information architecture mapping for compelling and engaging interactive story based exploratory learning.

Curtis Wong, Principal Researcher at Microsoft Research, is responsible for basic and applied research in media and interaction. He has been granted more than 50 patents in areas such as data visualization, user interaction, interactive television, media browsing and automated cinematography. He is also co-author of Microsoft’s 5,000th patent in 2006 and 10,000th patent in 2009.

The Futures Initiative: A Workshop and Information Session
October 3, 2pm-3:30 pm.
Room 9204
Graduate Center, CUNY

This workshop introduces the Graduate Center’s new Futures Initiative and the peer-led structure of “teaching as learning, learning as teaching.”
Bring your laptops! Workshop participants will work together on a collaborative project that exemplifies the Futures Initiative method.

What Is a Dissertation? New Models, Methods, Media
October 10, 4 pm-5 pm EST
Live Streamed, Live Tweeted
Graduate Center, CUNY
English Department Lounge (Room 4406)
365 Fifth Avenue NY NY

This panel features five people who have either defended or are writing dissertations in innovative formats—Scalar, video, comics, multimedia interactives, data visualization. Bring your laptops! The audience will be contributing to a live Google Doc of questions and ideas.

Chair: Cathy N. Davidson, Distinguished Professor and Director, Futures Initiative and HASTAC@CUNY
Panelists:
Jade E. Davis, Communications, University of North Carolina
Dwayne Dixon, Cultural Anthropology, Duke University
The Voto Latino Innovators Challenge is funding $500,000 worth of tech projects that connect communities, anyone 18-34 can enter.

The VL Innovators Challenge was created to get Millennials, especially Latino Millennials, thinking about technology both as an innovative change agent and as a potential career.

The VL Innovators Challenge is spearheaded by Voto Latino, a national nonprofit dedicated to empowering Latino Millennials to create positive change in their communities, with support from the John D. and Catherine T. MacArthur Foundation through a grant to the University of California. The grant is administered by HASTAC.

The End of Higher Education: A Discussion About Purpose

On September 15th, Futures Initiative Director Cathy Davidson discussed The End of Higher Education with Mike Wesch and Randy Bass as part of the Connected Courses Kick-off Live Event.

As shrinking budgets, skeptical publics, and rising alternatives continue to threaten the end of higher education, we host this conversation as a contemplation of what the end – or purpose – of higher education should be. We will also reflect on how individual teachers might find their own core reason for teaching a specific class, and ways to build buy-in to that reason among students.

Cathy Davidson discusses Technology Distraction on NPR

On September 26th, Futures Initiative Director Cathy Davidson talked on the NPR Show To The Point.

Who’s in Charge: You or Your Smart Phone?

Drivers tell pollsters they know it’s too dangerous to text while they’re at the wheel, but about one third admit they do it anyway. Now there’s persuasive evidence that we don’t have as much choice as we tell ourselves. Matt Richtel reports for the New York Times, where he writes about the intersection of technology, neuroscience and public policy. He’s author of a new book called A Deadly Wandering: A Tale of Tragedy and Redemption in the Age of Attention.

Matt Richtel, David Greenfield and Cathy Davidson were guests
Mapping the Futures of Higher Education (Spring 2015)
Professors Cathy Davidson and William Kelly
IDS 70200
Spring 2015, Tuesday 4-6 PM
The Graduate Center, CUNY

Departments Crosslisting IDS 70200 (to date; course numbers will come soon):
- Art History
- Comparative Literature
- Critical, Social/Personality Psychology
- Earth and Environmental Sciences & Environmental Psychology
- English
- Urban Education

Enrollment by Permission of the Instructors

“Mapping the Futures of Higher Education” is the first course being offered as part of the Graduate Center and CUNY’s new Futures Initiative, designed to prepare the next generation of college professors. The class will be student-led and one aim is to experiment with a range of pedagogical forms while also engaging in thoughtful conversation about the nature, purpose, and state of higher education today.

This course will be team-taught by Professor Cathy Davidson, director of the Futures Initiative, and former GC President William Kelly. The course is designed especially for second, third, or fourth year students who are teaching during S 2015 at one of CUNY’s colleges or community colleges. Our focus will be on working together to design innovative peer-to-peer pedagogies that engage students, spark creativity, span disciplines and technologies, and offer meaningful public engagement.

The Futures Initiative is dedicated to creating and inspiring new methods of interdisciplinary and collaborative learning and pedagogy in order to stimulate changes in higher education. Drawing upon and catalyzing the energy of CUNY faculty and students, the Futures Initiative seeks to explore new models for empowering the next generation of college professors to teach and engage in research most effectively in our modern age. The Futures Initiative encourages peer-to-peer pedagogies that support open and connected forms of learning, experimentation, and multimedia publication.

Housed at the Graduate Center and extending throughout the CUNY system, the Futures Initiative serves as a model for innovation and aims to inspire public reinvestment in higher education and in our collective future as a society.