**Re-imagining higher education: The 6Cs**

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Abstract

Hail to the college lecture, that age-old, time-worn oral melatonin that often substitutes for real education. Too strong? Maybe not. Recent research tells us that active, not passive learning affords students the deep learning they need to outsmart the robots. Students who memorize, regurgitate and forget will never learn to generalize what they know or to remember it over time. In our Brookings Big Ideas Piece (Hirsh-Pasek et al., 2020), *A new path to education reform*, and in *Becoming Brilliant* (Golinkoff & Hirsh-Pasek, 2017), we argue that it is possible to have an active learning pedagogy that excites students and instructors alike. The model moves beyond teaching for the test or for narrow content and asks how we can build college courses to help students master a suite of skills that we call the 6Cs (collaboration, communication, content, critical thinking, creative innovation and the confidence to take intellectual risks). Applying the 6Cs to the design of our psychology classes enables a richer portrait of student accomplishments while also preparing them with the tools supported by research in the science of learning. Here, we not only present the teaching model that can re-imagine higher education, but also share newly minted results on student outcomes, sense of community and self-efficacy as learners.

Bio

Kathy Hirsh-Pasek, a Professor of Psychology at Temple University and a senior fellow at the Brookings Institution was declared a “scientific entrepreneur” from the American Association of Psychology. Writing 16 books and 250+ publications, she served as President of the International Congress for Infant Studies and is on the Governing Board of the Society for Research in Child Development. Her *Einstein Never Used Flashcards* won the Book for a Better Life Award in 2003 with her *Becoming Brilliant* (2016) reaching the NYTimes Best Sellers List in education. Hirsh-Pasek won awards from every psychological and educational society for her basic science and translational work designed to bridge basic science and educational impact. A founding member of the Latin American School for Educational and Cognitive Neuroscience, she spearheaded a global network of scientists devoted to educational science. Co-founder of the global Learning Science Exchange Fellowship, she brings together scientists, journalists, policy makers and entertainers, to put learning science in the hands of educators. In 2021, she was elected as a member of the National Academy of Education. Her newest initiative *Playful Learning Landscapes* re-imagines cities and public squares as places with science infused designs that enhance academic and social opportunities. Hirsh-Pasek frequently comments for the press (e.g. NPR, NYT) and blogs for the Brookings Institution.