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### **Learning Saphriogestics:**

#### **Teaching students the knowledge and abilities for jobs that don't yet exist.**

Looking into “future-proofing” my teaching I find that nurturing the careers of my learners becomes far more important than the passing on of knowledge. Knowledge goes out of date. Knowledge can be picked up as required.

Yet the skill a Physicist in the 21<sup>st</sup> Century needs is to find, to weigh and to assess novel knowledge for any given (future) task. I, the teacher increasingly teach a subject about which I know nothing. The fast evolving knowledge of the future is closed to me and so I am moving from the concept of training experts for given (existing) fields towards training the Renaissance Human, or in its original Italian Uomo Universale, an ideal that developed in Renaissance Italy from the notion expressed by one of its most-accomplished representatives, Leon Battista Alberti (1404–72), that “a person can do all things if it wants.” The ideal embodied the basic tenets of Renaissance humanism, which considered mankind the centre of the universe, limitless in its capacities for development, and led to the notion that humans should try to embrace all knowledge and develop their own capacities as fully as possible.

And in this I, a biomedical physicist skilled in dancing the boundary lines between subjects, find that the classic borders between our STEM subjects blur – and indeed need to blur.