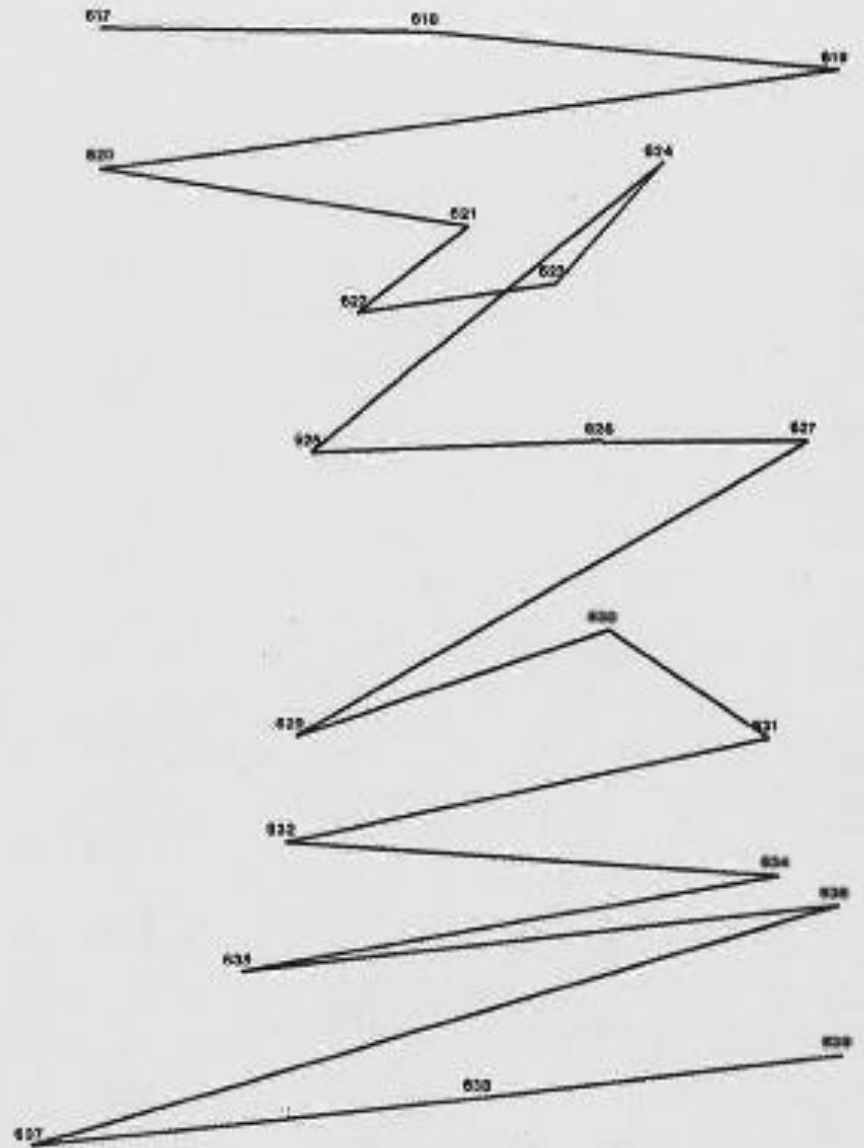


# Exploring the space between learner and institutional anxieties

Sarah Britten Jones &  
Louise Williams



Pavel Buchler, Drawing by numbers, from *What the cleaners found*, 1996



Anxiety n, *pl* - ties

- 1 A state of uneasiness or tension caused by apprehension of possible future misfortune, danger, etc; worry
- 2 Intense desire; eagerness
- 3 *Psychol* a state of intense apprehension or worry often accompanied by physical symptoms such as shaking, intense feelings in the gut, etc, common in mental illness or after a very distressing experience (from Latin *anxietas*)

Collins Concise English Dictionary



77% of students have a fear of failure

71% about work

39% about getting a job when they graduate

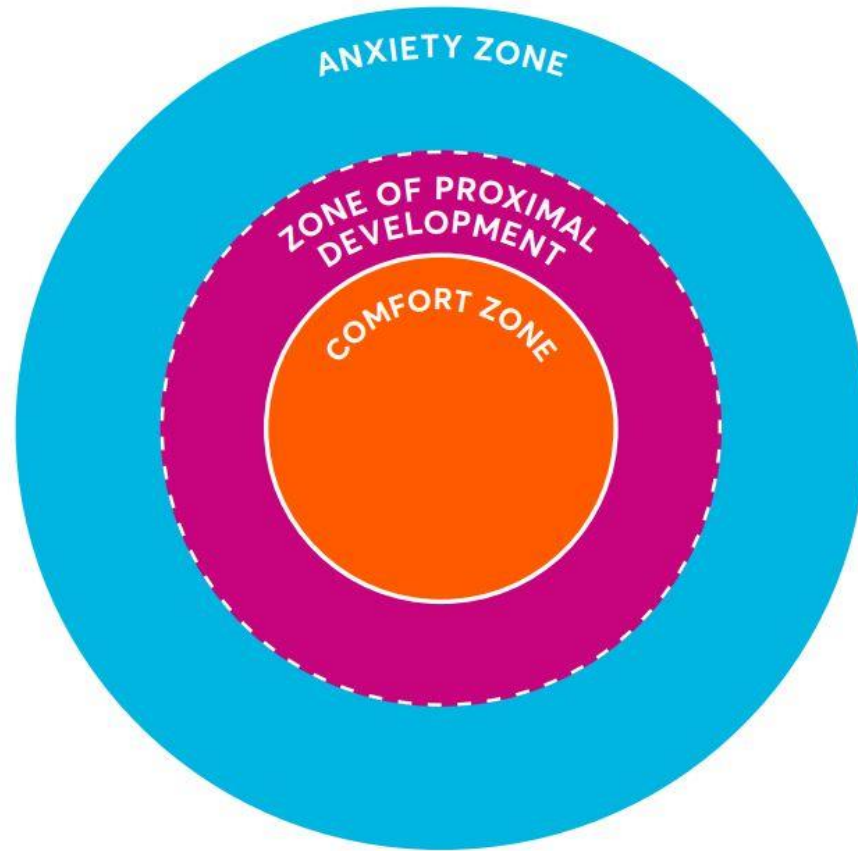
35% Family

23% relationships/ pt jobs

YOUGOV study 2016

“Education for sustainable development is future facing, it encourages students to develop critical thinking and to take a wide-ranging, systemic and self-reflective approach, adapting to novel situations that can arise from complexity”

QAA & HEA, ESD Guidance 2014

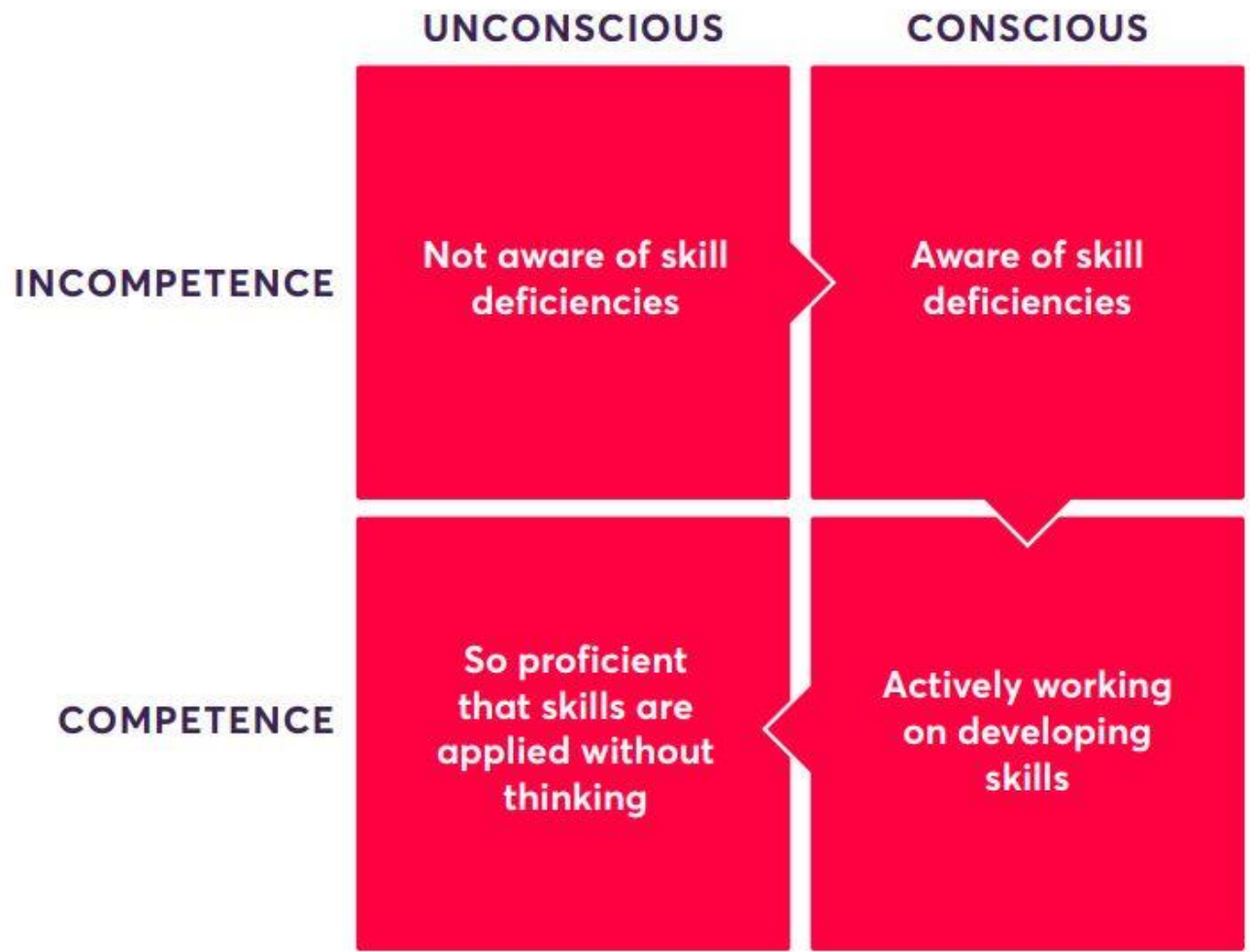


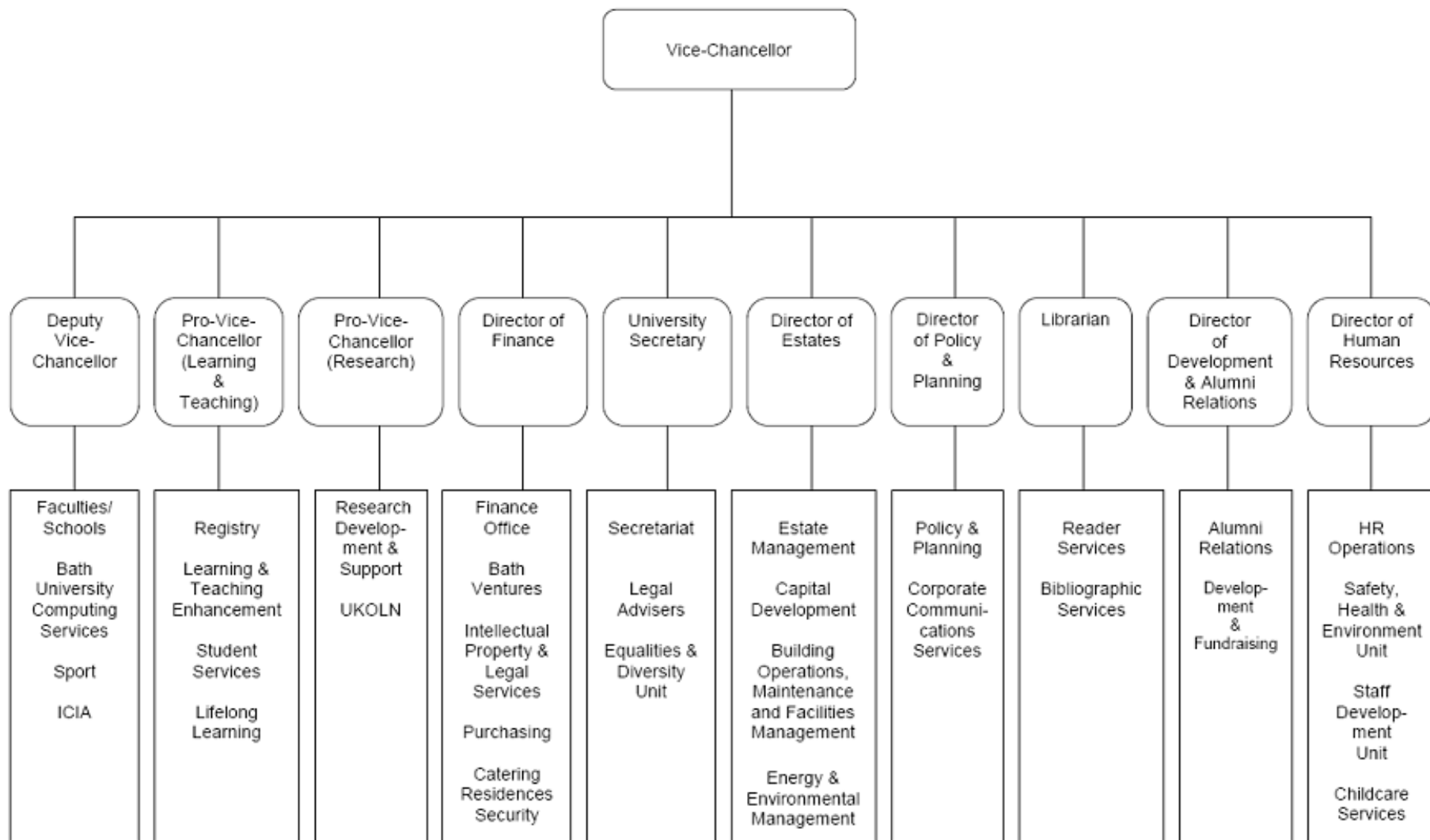
Sophophobia fear of knowledge or learning

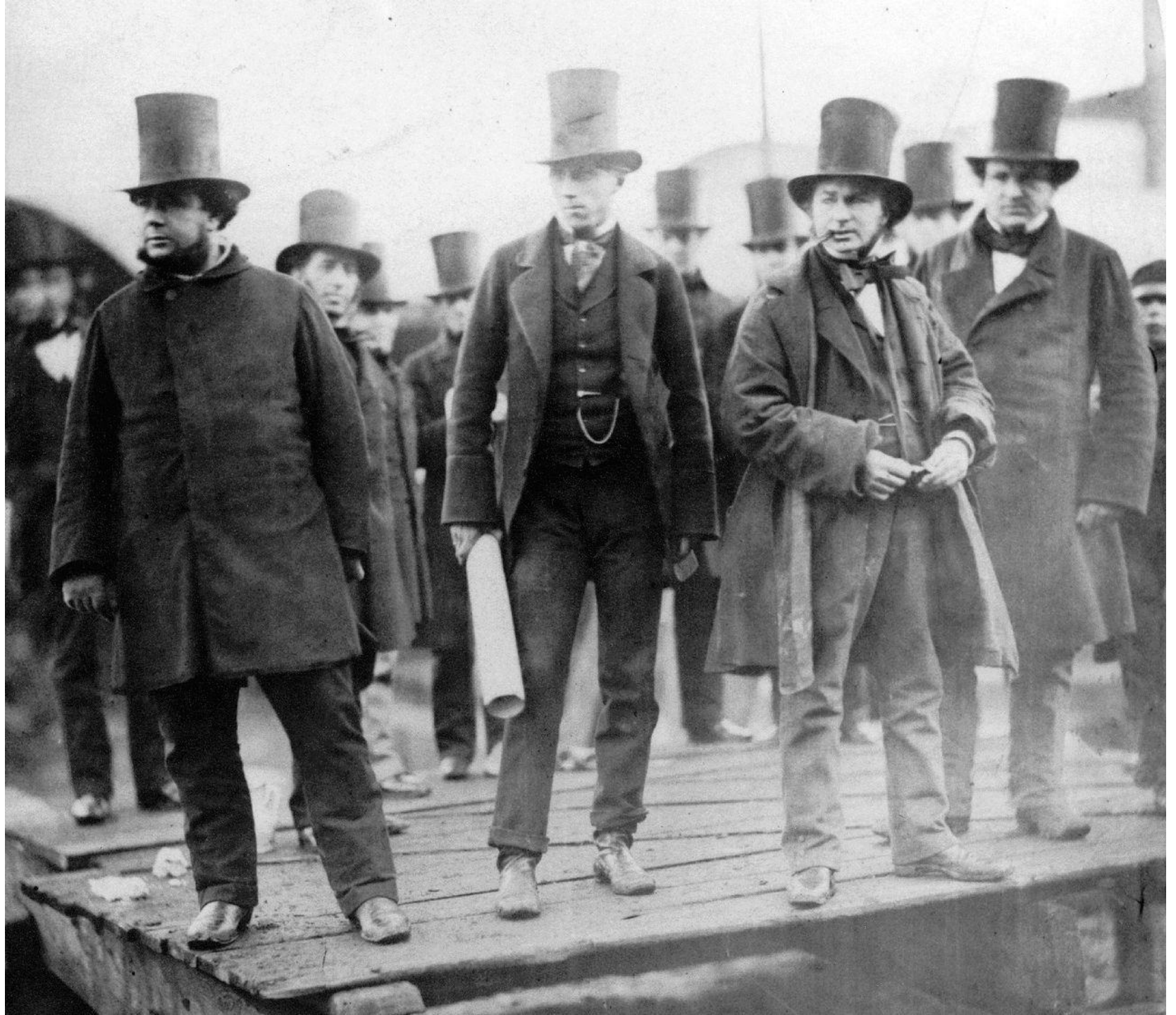
“It is generally accepted that phobias arise from a combination of external events (i.e. traumatic events) and internal predispositions (i.e. heredity or genetics). Many specific phobias can be traced back to a specific triggering event, usually a traumatic experience at an early age.”

[www.common-phobias.com](http://www.common-phobias.com)











# Mark C Taylor recommendations for the University

1. Restructuring the curriculum
2. Abolish permanent departments
3. Increase collaboration among institutions
4. Transform the traditional dissertation
5. Expand the range of professional options for graduate students
6. Impose mandatory retirement and abolish tenure

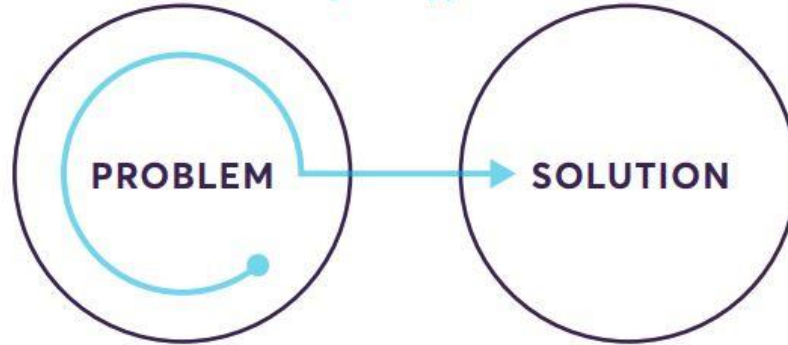


Existing situation

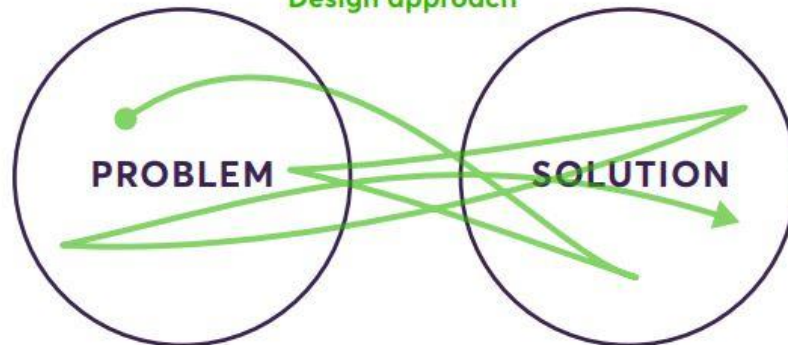


Preferred situation

Analytical approach



Design approach



# Questions

- Could creative methods be used within other subject areas? This might be something to test?
- Could creative methods be used within non academic spaces of the University?
- As an educational institution, how might we ensure that students feel safe to challenge their attachment to defined specialisms?
- How might we relinquish our own need to sit within our own tribes, in order to bring people together with different skills to try to solve problems different ways?