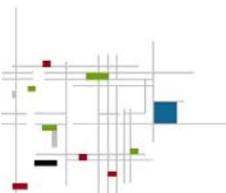


# LDI

THE FIRST TEN YEARS

## **President's Report to the 2009 Board of Directors Meeting**

Eyragues, France  
June 15, 2009



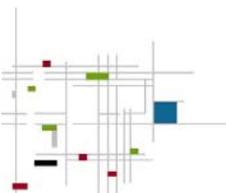
## Happy 10<sup>th</sup> anniversary

In 2006 we decided to consider May 19, 1999 the official date of birth of LDI. It's the day when LDI's Web site first became operational.



The most significant earlier event was the AERA symposium in Montreal on “Overcoming the Underdevelopment of Learning.” It was run in collaboration with UNESCO and brought together seven key intellectuals: Jan Visser (organizer and chair), Basarab Nicolescu, Ron Burnett, Cheick Modibo Diarra, Marcy P. Driscoll, Leon M. Lederman, Robert Tinker, and Boris Berenfeld.

That symposium can be considered to have been a trend setting event for LDI. It served as a model and source of inspiration for many future events and we have become better and better at organizing them.



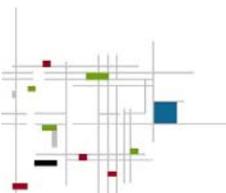
## Highlights of how we are doing

The following slides cover a selection of highlights, particularly regarding LDI's role in:

- ❑ Creating dialogue.
- ❑ Contributing to Open Educational Resources development.
- ❑ Reimagining learning for a sustainable world.
- ❑ International development of postsecondary education.

Final slides deal with:

- ❑ Networking as a tool for claiming a modest place for LDI to allow the Institute to do its work.
- ❑ LDI's state of health.



# Creating dialogue and reflection around significant issues

## □ Most notable case: BtSM colloquia

BtSM2009 succeeded despite all obvious hurdles and against the backdrop of cancelations of major other international events.

The quality of the colloquia and the diversity of participation have been on the increase since the start in 2005.

Moving around the globe proves to be an excellent strategy. BtSM2011 takes place in Stellenbosch, South Africa and we have offers for Buenos Aires and Taiwan for future colloquia.

Book effort in the making.

But also other significant events, such as:

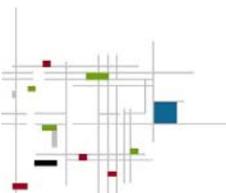
## □ Meaning of Learning workshops (including Learning Story Research)

## □ Book of Problems discussions and panels

## □ Learning in a Changing Learning Landscape dialogue.

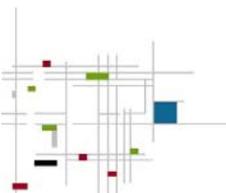
Associated with parallel involvement in International Board of Standards for Training, Performance and Instruction.

Resulting in a multi-author collaborative volume in Springer's Lifelong Learning series, which is receiving positive reviews.



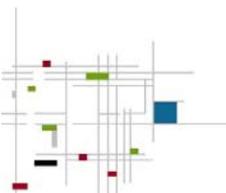
## For the Love of Science / OER

- ❑ Entirely volunteer effort to create Basic Books in Science by the best scientists around as open educational resources for users around the world, particularly in places with poor access and scarce resources. More at <http://www.learndev.org/ScienceWorkBooks.html>.
- ❑ Seven books produced; eighth one close to completion; ninth one on *The Quantum Revolution* just starting.
- ❑ Efforts underway to recruit more volunteer authors.
- ❑ Some books translated into Spanish.
- ❑ Translation in other languages (such as Arabic) being explored.
- ❑ Also looking for better ways to get printed versions in circulation. More at [http://www.learndev.org/dl/BtSM2009/McWeeny-JVisser\\_OutcomesBasicScienceDiscussions.pdf](http://www.learndev.org/dl/BtSM2009/McWeeny-JVisser_OutcomesBasicScienceDiscussions.pdf).



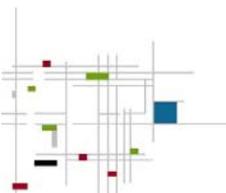
# Learning for Sustainable Futures

- ❑ New initiative in the making (since last year).
- ❑ Collaboration with Sustainability Institute at Stellenbosch University and, hopefully, Stellenbosch Institute for Advanced Study.
- ❑ Link with BtSM2011, which has this area of concern as its generative theme. We also had it as a Special Interest Group at BtSM2009 (see [http://www.learndev.org/dl/BtSM2009/LearningForSustainableFuturesSIG%20\\_JVisserReport.pdf](http://www.learndev.org/dl/BtSM2009/LearningForSustainableFuturesSIG%20_JVisserReport.pdf)).
- ❑ Unique focus on how we learn rather than what we learn.



## Reviewing of and advising on postsecondary education development in select countries

- ❑ Work under contract with Ecorys (worldwide evaluation of Netherlands international cooperation in this area).
- ❑ Work under contract with NUFFIC in specific countries.
- ❑ Result: New program.
- ❑ Secondary (not unimportant) result: It replenished the coffers of LDI.
- ❑ Similar (so far 'at cost') collaboration with Sustainability Institute in Stellenbosch regarding their transdisciplinary PhD program.
- ❑ Same for collaboration with Habib University Foundation in Pakistan for establishment of innovative University for Science, Technology and Society.
- ❑ Similar voluntary assignments, when relevant, can be undertaken thanks to revenue generation elsewhere. The balance works out fine so far. No active search for revenue generating assignments has been necessary. Income over the past ten years has remained ahead of spending and we retain a comfortable buffer, allowing, at times, to provide modest support to others.



## Networking and visibility

### ❑ Science in Society / Science and Society

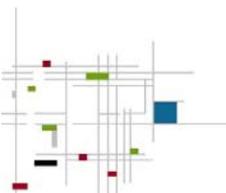
Work with EU in context of Framework Program 7 (conceptualization and proposal review and evaluation).

Participation in annual conferences in Heidelberg, Germany, of European Molecular Biology Organization (EMBO) and European Molecular Biology Laboratory (EMBL).

Participation in biennial BioVision fora in Lyon, France.

- ❑ More or less regular participation in meetings of relevant professional organizations.
- ❑ Invited speaking assignments accepted when relevant.
- ❑ Invited authoring assignments accepted when relevant.
- ❑ Contributions to LIST-based dialogue.
- ❑ Limited activity on social networking sites.

Pay-off of the above in terms of enhanced visibility, networking, and credibility.



## Overall outlook (subjective perception)

### LDI is:

- ❑ Visible.
- ❑ Well respected.
- ❑ Called upon to a level that normally surpasses its capacity to respond.
- ❑ In a healthy financial position. (Privileged to be able to say so at the current time, thanks to reliance on revenue generation in areas closely associated with LDI's own definitions of what is relevant. Should those relevancies no longer apply, we can shut down.)
- ❑ Vulnerable to the extent that the physical existence of some key players is an issue. This is a consequence of our smallness as well as the nature of human existence. No need to worry, but wise to look realistically ahead.

