Grand Strategy: Adding Content, Societal Benefits, Enrollment, Alliances, and Resources[1] [Topic 10]

I. Adding Content and Societal Benefits

A.) <u>Accelerating Scientific Discovery</u>: Global Research Seminars (e.g., Renewable Energy; Human Potential and Emotional Intelligence; New Economics). Across national & disciplinary boundaries, re leading-edge fields and emerging research strategies.

B.) <u>Accelerating Economic Growth</u>

    1.) <u>"Inventions Wanted . . . "</u> monthly creative challenges with 3-4 weekly sessions (e.g., Dyson's Idea for Carbon-Sequestering Trees to Solve Global Warming; Improving Popular Culture and Music). Corporate requests.

    2.) "How Can I Make Money? . . . ." for UDCs - a weekly site-visit w/ an entrepreneur panel to cross-fertilize ideas & stimulate thinking. If successful, the most watched Internet Webcast program in the developing world?

C.) <u>Investing in the G-20 and Global Governance</u>. A Public Affairs Forum on a World Consortium Website with public lectures from the world's leading universities thinktanks, and NGOs. Invests in agenda-setting, and a global capacity for discussion and thinking, for governance and the G-20 system. Education for citizenship in a globalizing world. Analog to the global crossroads, single capture point, http://www.videocast.nih.gov system. A good service for everybody.

D.) Invite potential content providers in specific fields and areas of concern to evaluate current offerings against a curriculum that is equal to the best in the world: plans for environmental education; human rights, peace psychology and conflict resolution; the virtual Schools of Forestry, International Relations, Engineering, Business, Divinity (etc.), vocational (junior college) education. Free online texts?

E.) Creating a World University online system as an enrolling and exciting virtual reality. A spirit of "Begin thinking. Keep going." Analog to a "book selling" service like amazon.com rather than an institutional Website.

F.) Life-long thinking and learning as an emerging global system design.

G.) A "World University After Hours" area for student-run conferences, special interest and "extra-curricular" enrichment, etc.

II. "Public Goods" to Benefit All Content Providers and Students

A.) Captioning and/or other translation and cross-language solutions. Polishing Google Translate (72+ languages), App development. From every country, to all interested users. Cross-national perspectives on the Arab Spring, American foreign policy.

B.) <u>Global Virtual Library</u>. Students need libraries. A World Bank facilitating framework

and negotiation process? A trusted global system to monitor, sample, and pay royalties for all uses of copyrighted music has been operating efficiently for decades: a usage-based payment system of royalties for the Global Virtual Library is within the capabilities of current technology.

    C.) Free connect time, including on cellphones, for the first ten years for all students connected to Consortium-listed sites. (One option could be creating the 370+ million new student places with a build-out from high schools (used in evenings and on weekends) and government-provided Internet broadband.

    D.) Rapid Learning Research Networks. Experiments and rapid learning about educational methods should be part of the system design. Organizing and ranking research questions - e.g., cross-cultural differences, improving discussion methods in the humanities and social sciences, gender differences and logarithmic distributions, personal growth and maturation processes. "The measured variable improves."

III. Beginning a Global Social Movement with a Disruptive Technology

    A.) Statistically, better to have at least 3 levels of organization beginning at the grassroots.

    B.) When will they attack? Disrupting status, control/power, and economic relationships in local realities, worldwide. Win-win options for a faster rollout and a smoother road?

    C.) Establish a norm that faculty members own the copyright to course notes and have the option to sell them online for $5/copy, with income directly to the professor. [A convenience to students (who do not have take their own notes) and not a required purchase to benefit from the course.] A course of N=10,000/semester will add to personal income and increase incentives and competition. Authoring technology should be widely available outside OECD countries so that the best professors and courses from every institution can create outstanding courses.

    D.) Allow alumni of any course, for $5/year, to purchase continuing access to the Global Virtual Library. With Coursera (alone) now at N=5 million, assume 100+ million alumni - in locations without equivalent public libraries - will continue their access. $500 million/year is a useful revenue to pay license fees to Berkeley, Stanford, Google, (etc.), pay usage-based royalty charges to publishers, provide revenue-sharing to course providers (apportioned by the number of their former students who continue in active use of the Global Virtual Library), and invest in development of the global online system.