



# The 4<sup>th</sup> Industrial Revolution and Graduate Futures

## World Economic Forum Understanding of 4IR

"A new chapter in human development, enabled by extraordinary technology advances ...[which] are merging the physical, digital and biological worlds in ways that create both huge promise and potential peril. The speed, breadth and depth of this revolution is forcing us to rethink how countries develop, how organisations create value and even what it means to be human."

## The 4th IR and students at Hull

The University of Hull is committed to supporting students in embracing the challenge of higher learning (Gibbs, 2017). We aim to ensure students 'learn independently, explore new avenues with confidence, and think in a critical, creative, and enterprising manner, enabling [them] to function effectively in a complex and ever-changing society' (University of Hull, 2018).

## What might this mean for your modules and programmes?

For the University of Hull's learning community to flourish as we enter the fourth industrial revolution we must find a more 'fluid' way of working (Stuart & Shutt, 2019). This means paying critical attention to how we prepare our students for their graduate futures, be that further study, employment, volunteering in service to their community, or setting up their own enterprise. For our specific student population, this calls for building not only student educational capital, but also student cultural and social capital (Burke, 2016). The University's Graduate Attributes are central to ensuring our students are prepared for their graduate futures. There are some examples of new forms of teaching, learning and assessing in the OU publication listed below.

## Generation Z and Graduate Futures

In Professor Becky Huxley-Binns (Pro-Vice Chancellor Education) first key note address to the University in June 2019 she explored some of the challenges presented by the 4<sup>th</sup> Industrial Revolution and what these challenges might mean for the development of programmes at the University of Hull.

Becky considers the ways that current higher educational norms are evolving in the light of the integration of the digital, biological and technological, causing a blurring of reality. This is an era of huge disruption, but the predictions are that it will result in an improvement in global quality of life, a reduction on global inequalities and a raising of global income.

## References

[Advance HE report](#): Building Higher Education Curricula Fit for the Future

[Advance HE report](#): On the Horizon- the challenges for learning & teaching in global HE over the next 5-10 yrs



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Burke, C. (2016). *Culture, Capitals and Graduate Futures*. London: Routledge,

Gibbs, P. (2017) *Why Universities Should Seek Happiness and Contentment*. UK: Bloomsbury.

[Open University Innovation Report 5](#) (2016), *Innovating Pedagogy 2016: exploring new forms of teaching, learning and assessment*, to guide educators and policy makers

Shutt, S. and Stuart, M. (2019) *From fixed to porous: the permeability of our institutions* (WonkHE) <https://wonkhe.com/blogs/from-fixed-to-porous-the-permeability-of-our-institutions/>

University of Hull (2018) *The University of Hull Graduate Attributes*. The University of Hull: The Careers Service