

IMPOSSIBLE

THINKING AT THE LIMITS
OF THE POSSIBLE,
TOGETHER.

project

The History of the Impossible Project

2007-2017 classroom experimentation

2017-2019 Honors College start up
[where I met Atri Rudra]

2020-2024 Organic faculty-faculty model

2024-2025 Mozilla sponsorship

2022- Non-profit to bring the IP to the
community beyond the university.

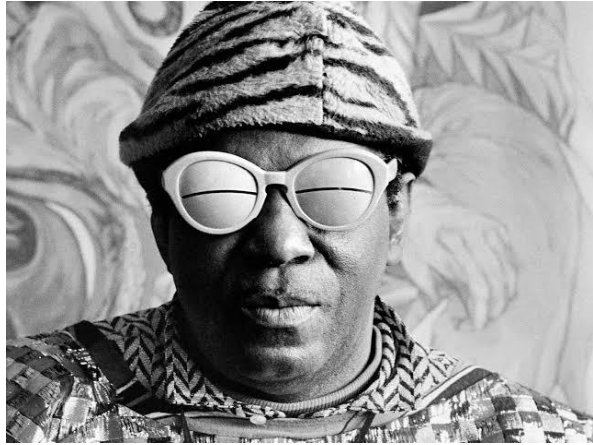
Impossible Project

*Thinking at the
Limits of the
Possible
Together*

- *The mission of the Impossible Project is to foment, support and sustain the co-creation of transformative learning experiences that empower students to imagine just futures for our world and planet, and call those futures into being.*

But why the
impossible?





The Impossible interests me because everything possible has been done and the world didn't change.

-Sun Ra

INSPIRATION from the Diaspora

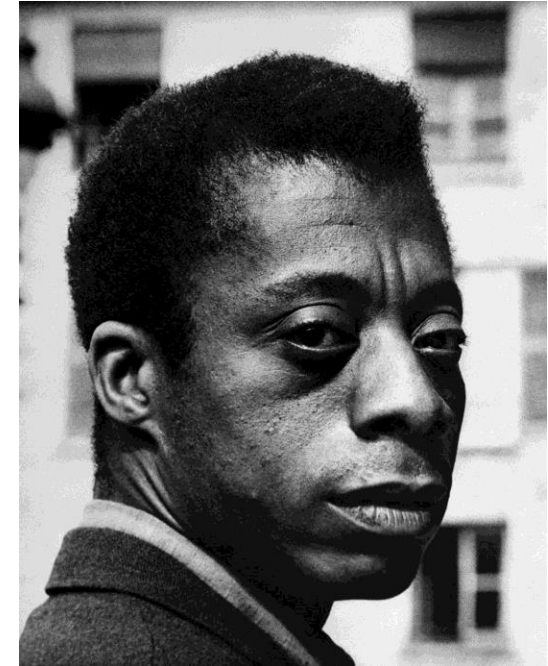


You have to act as if it were possible to radically transform the world. And you have to do it all the time.

-Angela Davis

The Impossible is the least that one can demand.

-James Baldwin



How does it work?



More importantly, how do we get students to become capable of withstanding the psychological stress of the impossible?

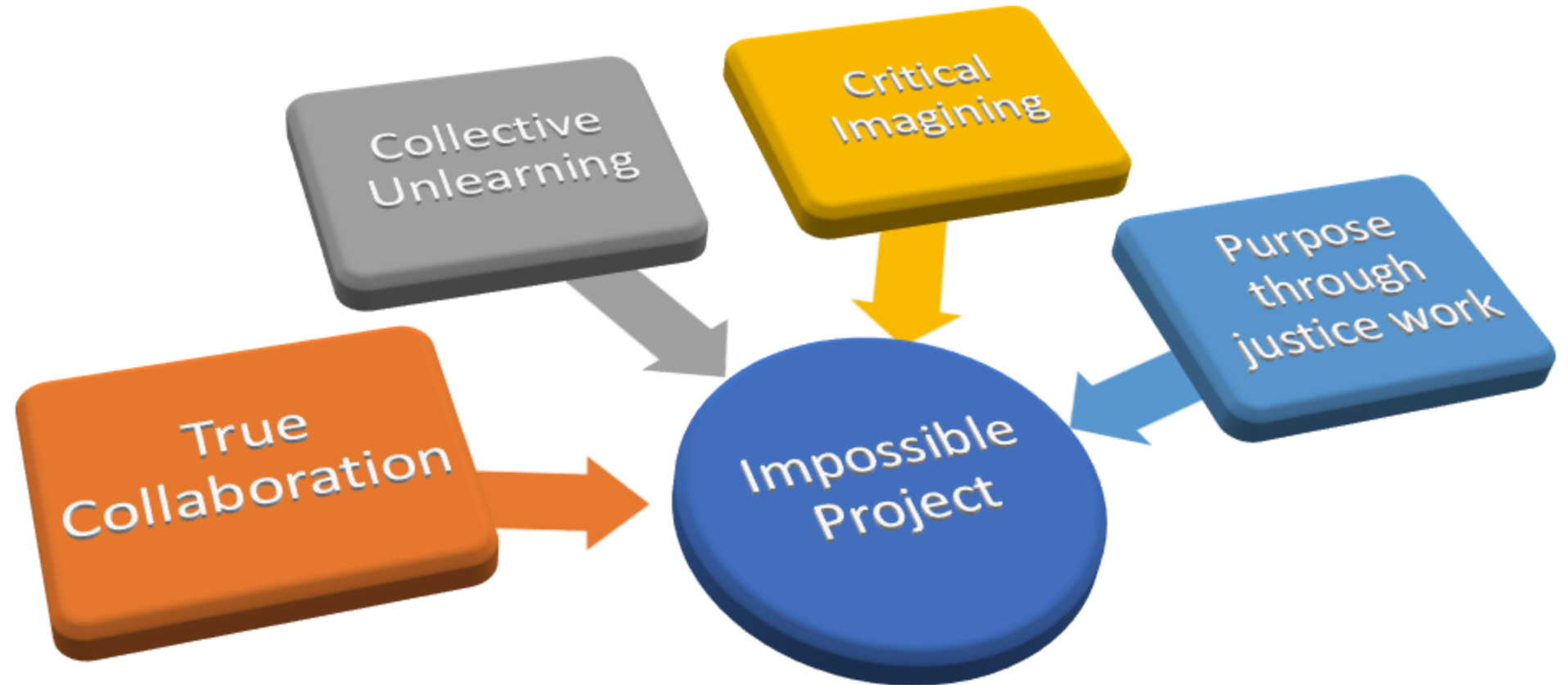
*That which **BENDS** does not break easily....*

Build

Enact

Nurture

Discover





Collaborate

- This is not “group work.”
- Build a transformative [rather than additive] team.

Unlearn

- Approach your problem critically through unlearning.
- Disassemble master narratives. Redefine your problem.

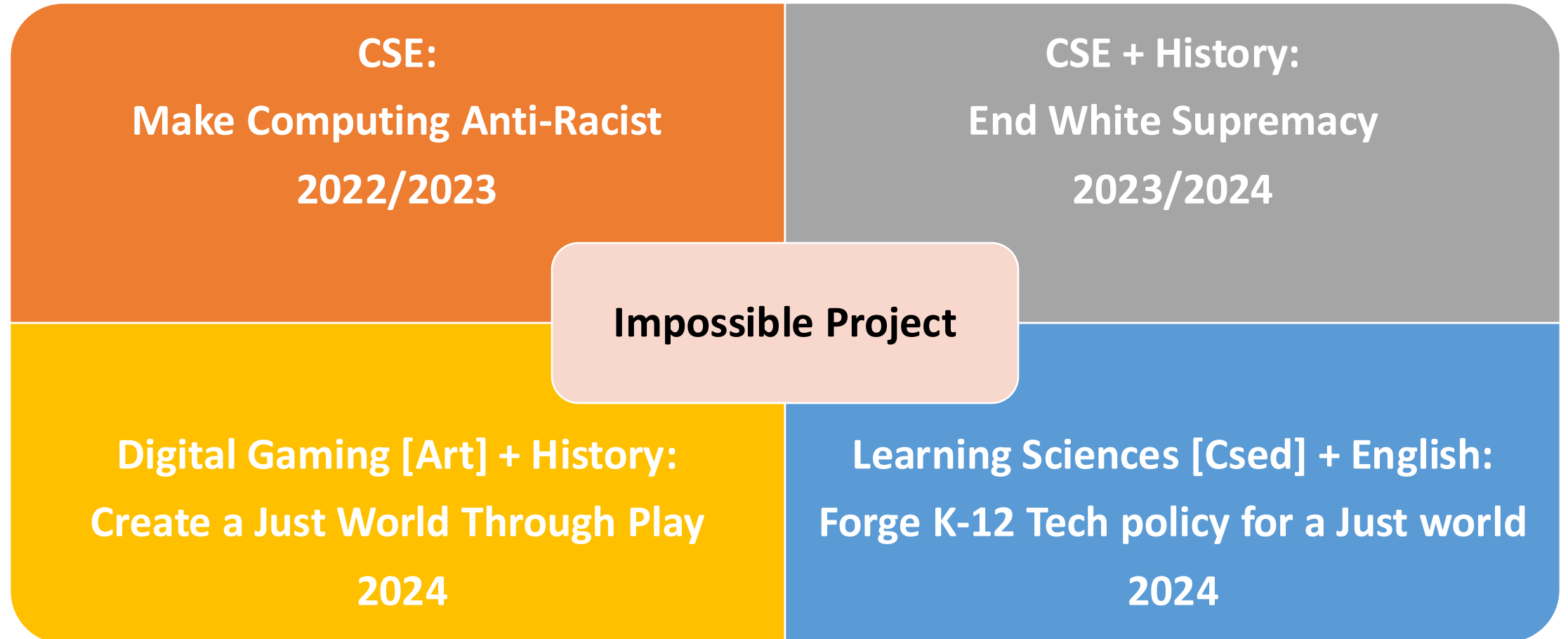
imagine

- Think at the limits of the possible together.
- Unshackle the imagination. Believe another world is possible.

Present

- The impossible project leads you not to an end point but to a new point of departure. We invite students to take that new first step.

Mozilla RCC-funded Projects in/with computing.



What does a classroom
project look like?

Impossible Project Models

Full class

Embedded class
project

Co-link multi-
class project

Faculty switch
model

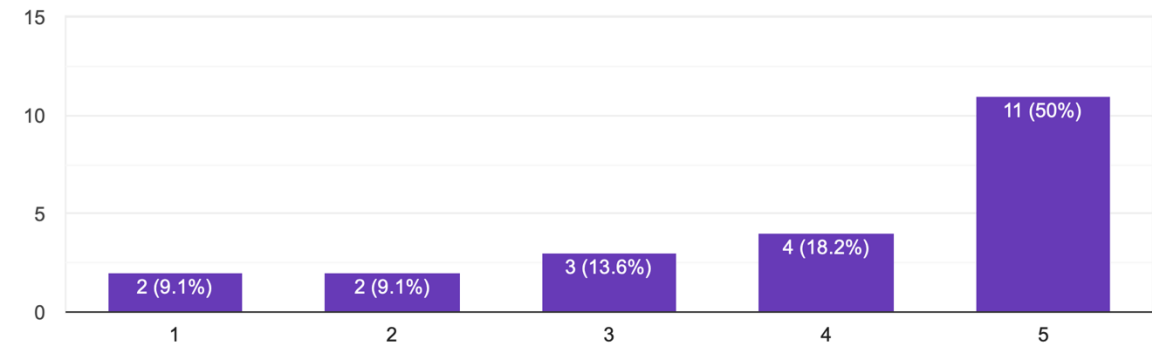
8-week summer
gaming module
for middle school

2-week Class
module

Assessments: CSE students on the co-link model

- “I used to hate history, but working with the history class has really led me to appreciate rethinking what we know about history and has given me a great means to apply my tech knowledge”
- “helps us practice communicating technical ideas between disciplines.”
- “I was able to get an insight from the historical ideas and how its related to technology. It helped me understand how past history had a big impact on ML algorithms.”

The combining of classes across disciplines (CSE & History) enhanced my learning
22 responses

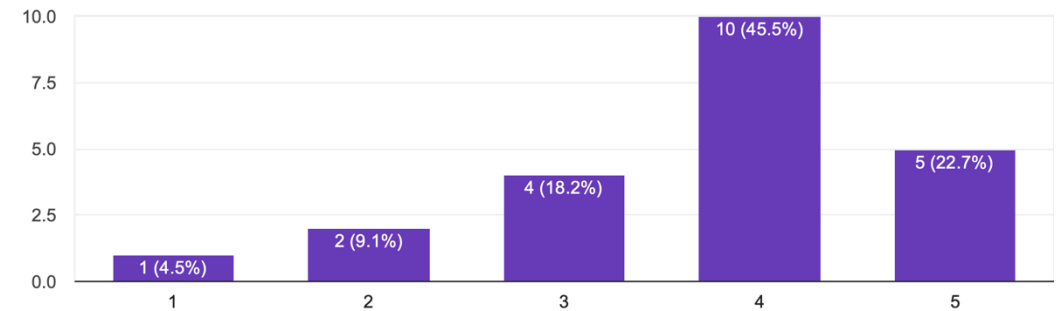


The Impossible project has led me to question how we approach knowledge

- “This project has definitely led me to realize how our approach to knowledge is always to just figure things out quickly without really thinking through the intentions and the end goal, so I've definitely learned to slow down as a result of this project.”
- “It certainly has encouraged me to try and approach issues in a more holistic sense. Context is important and without it we are going to make the same mistakes.”

The impossible project has led me to question how we approach knowledge.

22 responses



The impossible project leads you **not** to a solution, but to a new point of departure. What does that mean to you?

- “This means to me that the solution isn't really achievable in my lifetime. Ending white supremacy is a massive project that would require millions of people and thousands of hours to accomplish. We would most likely fail but that doesn't mean we shouldn't try. A point of departure is something achievable. We can take steps towards a point of departure in hopes that even if we don't solve the problem in our lifetime, the work we made towards our point of departure is a stepping point for future generations to find that solution. Even if I never see the solution, the point of departure gives us all a chance to do better.”

*Are you ready to try it out?
Join us in the next session....*