

Emerging Trends in Higher Education Delivery

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Faculty and students interact to produce learning



Ancient Greece



Medieval university



Late 19th century



Mid 20th century



Early 21st century

Learning technology

- helps students master new knowledge and demonstrate its use, with the aid of:
 - hardware
 - software
 - the Internet/web
 - the best research in learning science

Online education

- virtual colleges or universities
- the open university
- blended (hybrid) learning

Competency-based education

MOOCS

- Massive open online courses
 - captured the nation's imagination; classes enrolling more than 100,000 students
- Companies are sponsoring
- Universities are offering them

The promise of learning technologies

- personalize the learning experience
- adapt institutional resources to learners' needs
- improve learning outcomes
- Lower costs?

- *Learning technology requires capital investment*
 - Developing courses, curricula, and degree programs mediated by learning technology takes time and money.
- *Learning technology is a team sport*
 - Course and program development mediated by learning technology is done by teams
- *Learning technology is driven by learning outcomes.*
 - Design teams must hardwire into the technologies a set of decided-upon learning outcomes: content that students must know and be able to demonstrate that they can apply.
- *Learning technology requires transparency.*
 - For learning technologies to be effective and scaled, this information needs to be shared.
- *Learning technology opens up competition.*
- unbundling of higher education could become a reality.

Change by accretion

- As new institutions emerged, the curriculum changed.
 - Graduate studies; professional schools (engineering, business and education); continuing education and correspondence courses; electives and majors.
 - disputation, recitation, and memorization gave way to lectures, seminars, and laboratories.
 - Colleges that persisted adopted many of these changes; classical curriculum largely disappeared.
- New added to the old; over time, the old modernized.
 - no grand vision of the system that the future will require.
 - New ideas are tried; some succeed, many fail.
 - By successive approximations, what emerges is the higher education system necessary to serve the evolved society.
- Social change is a constant, and so is the need for higher education to adapt to it.
 - When the change in society is deleterious, as in the McCarthy era, it is the responsibility of higher education to resist it and right the society.
 - It is a natural process, almost like a dance. However, in times of massive social change like the transformation of America to an information economy, a commensurate transformation on the part of higher education is required.
 - We are witnessing precisely that today. MOOCs, like the university itself or graduate education or technology institutes, are one element of the change. They may or may not persist or be recognizable in the future that unfolds.

MOOCS

- Massive open online courses (MOOCs) have captured the nation's imagination. The notion of online classes enrolling more than 100,000 students is staggering. Companies are springing up to sponsor MOOCs, growing numbers of universities are offering them, and the rest of America's colleges are afraid they will be left behind if they don't.
- But MOOCs alone are unlikely to reshape American higher education. When history looks back on them, they may receive no more than a footnote. However, they mark a revolution in higher education that is already occurring and which will continue.
- America is shifting from a national, analog, industrial economy to a global, digital, information economy. Our social institutions, colleges and universities included, were created for the former. Today they all seem to be broken. They work less well than they once did. Through either repair or replacement — more likely a combination — they need to be refitted for a new age.

What does seem probable

- As in the industrial era, the primary changes in higher education are unlikely to occur from within.
- We are likely to see one or more new types of institution emerge.
- The information economy, which requires a more educated population than ever before in history, will seek universal postsecondary education and is likely to create new institutions to establish college access for all at low cost.

“Disruptive Innovation”

- “disruptive innovation”
 - are online teaching innovations, such as MOOCs, heralding a change in the business landscape that poses a threat to their existing models
 - This possibility is brought about through the combination of wider societal adoption of communication and, particularly, Internet technologies, changing funding models and the development of new business models that leverage this opportunity.
 - If this is the case, then the theory of disruptive innovation suggests that there is a strong argument for establishing an autonomous business unit in order to make an appropriate response to these potentially disruptive innovations.