Relentless March of Educationally Impactful Technology

- 2007 Year of the iPhone
- 2011 Year of the iPad
- 2012 Year of the Flipped Classroom
- 2013 Year of the MOOC
- 2014 Year of What?
Why is higher education vulnerable?

The availability of online learning. It will take root in its simplest applications, then just get better and better. You know, Harvard Business School doesn't teach accounting anymore, because there's a guy out of BYU whose online accounting course is so good. He is extraordinary, and our accounting faculty, on average, is average.

— from the Wired interview of Clayton Christensen
The Uncertain Future of Academic Work

Now more than ever, people employed in higher education face the forces of change.

By Audrey Williams June

“Over the next several years, at least, new technologies are expected to drastically reshape the way professors teach, and when and where people on college campuses do their work.”

How do professors spend their time? Kathryn Demps, an assistant professor of anthropology at Boise State U., helped lead a study there to answer that question. Above, Ms. Demps works in her office and meets with undergraduates.

Professors, administrators, and professional staff members can probably agree on one thing when it comes to the academic workplace—the times, they keep a-changin’.
• Garbage collectors. Once trucks can drive themselves, watch for robots able to load them with garbage.

• Securities traders. Computers already execute about half the trades on exchanges. Flash boys will eventually become flash bots.

• Investment advisors. Algorithms will be able to provide investing options for people with typical and even sophisticated financial planning needs.

• Pilots and ship captains. Computers already do most of the navigational work, anyway.

• Passport checkers at border control. Automated gates could handle most travelers. Live agents would still be needed to address security issues.

• Teachers and librarians. Some technologists regard them as “low-level information workers” who do routine work computers could replicate. (Sorry.)

The technology revolution has already put a lot of travel agents, bank tellers, print journalists and assembly-line workers out of a job. But there may be much more disruption to come.

The Pew Research Center recently canvassed more than 1,800 technology experts to ascertain how the digital revolution is likely to change the job market during the next decade. The experts are split on the key question of whether new technology, on the whole, will destroy more jobs than it creates. But it seems clear there will be continued turmoil in the workplace as software, robots and other types of machines are increasingly able to do jobs currently done by humans.
2014 collaborative report of the New Media Consortium and the EDUCAUSE Learning Initiative

Identifies six key trends accelerating educational technology adoption in higher education
1 Growing Ubiquity of Social Media

Fast Trend: Driving changes in higher education over the next one to two years
“Relationships are ultimately the lifeblood of social media”
- Horizon Report

How can we leverage social media within our courses to build meaningful relationships that promote engaged and deep learning?
2 Integration of Online, Hybrid, and Collaborative Learning

Fast Trend: Driving changes in higher education over the next one to two years
The FLIPPED Classroom
The Lecture is Dead
Long Live the Lecture
Screencasting - the new “lecture”

Some Screencasting Applications:

• Camtasia
• Screenflow
• Voila
• Jing
3 Rise of Data-Driven Learning and Assessment

Mid-Range Trend: Driving changes in higher education within three to five years
SALT and Moodle

Student Assessment of Teaching and Learning

Moodle Reports: Logs, Activity reports, Student participation
4 Shift from Students as Consumers to Students as Creators

Mid-Range Trend: Driving changes in higher education within three to five years
Engage and enable our students in creating their own public academic spaces
5 Agile Approaches to Change

Long-Range Trend: Driving changes in higher education in five or more years
Don’t Just Stand There
Do Something
…even if you’re not sure
Seed your thinking

• Follow blogs that cover pedagogy (CHE ProfHacker, Diigo in Education, etc.)

• Attend campus workshops and brown bags and tech pedagogy sessions at your disciplinary conferences

• Alex Galarza, Mellon Digital Liberal Arts Fellow, will be hosting faculty development seminars
6 Evolution of Online Learning

Long-Range Trend: Driving changes in higher education in five or more years
The term MOOCs was originally coined by Dave Cormier of the University of Prince Edward Island in 2008 for a large online class taught by George Siemens of Athabasca University and Stephen Downes of Canada’s National Research Council Canada. Today, most MOOCs share these characteristics:

- Course participants are likely distributed all over the world.
- Course content is not located in any one place, but can be found all over the web.
- MOOCs can be massive with a few hundred to several thousand participants engaged in a course simultaneously.
- The classroom is one of many hubs where interaction occurs, including personal blogs or portfolios, websites, social networking sites, and more.
- Most MOOCs are free; there may be a fee if the participant is working toward a form of accreditation.
- Participants and instructors aggregate, remix, and repurpose that content during the course.
- The courses do not have specific requirements, but participants are required to stay up to date with rough schedules.

Sources: nytimes.com | ispub.com | davecormier.com | Massive Open Online Courses (MOOCs):
Education Innovation or Threat to Higher Education | sites.google.com | tamarapowell.com | crunchbase.com | udemy.com | en.wikipedia.org | ucacity.com | edxonline.org | coursera.org | khanacademy.org | wiredacademic.com

MOOC Shops

- Udemy
- FutureLearn
- Coursera
- edX
- iTunesU
- Udacity
Teach a Summer Online Course
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Hope Summer Online Courses
TECHNOLOGY AND THE FUTURE OF BEING HUMAN
SEPTEMBER 23 & 24, 2014
HOPE COLLEGE CRITICAL ISSUES SYMPOSIUM
I. TIME - Do Not Be "Always On"
II. PLACE - Live in Person
III. CHOICE - You May Always Choose “None of the Above”
IV. COMPLEXITY - You Are Never Completely Right
V. SCALE - One Size Does Not Fit All
VI. IDENTITY - Be Yourself
VII. SOCIAL - Do Not Sell Your Friends
VIII. FACT - Tell the Truth
IX. OPENNESS - Share, Don’t Steal
X. PURPOSE - Program or Be Programmed
KEEP CALM AND MOODLE ON
Challenge yourself

Find **one good thing** Moodle or other ed tech can do for you this semester and give it a try
Digital savvy is a long road in one direction
Conclusion: Open Qs

• How are you feeling about tech and higher ed right now? Excited? Anxious? Overwhelmed? Eager? Inspired?

• Would you share with us any of your tech uses that illustrate one of the ed tech trends?

• How best can we organize ourselves as a faculty to meet the challenges of new and emerging technologies?

• What deeper issues are at stake in using technology extensively in teaching and learning?

• What does educational technology do to relationships, personhood, community, faith …?