Supporting Universities for Future Qualifications and Pedagogical Models

• How are universities structuring (or not structuring) their activities and offerings and what challenges does this present for those enabling technology enhanced learning?

• How are university-vendor relationships changing in the sector and how will this affect our aspirations and capabilities for the future of technology enhanced learning?

• How are universities defining their places as higher education institutions in diverse and competing contexts? How can technology help maintain a community of learners and scholars while also supporting scale and access?
Window into Universities of the future: Potential areas of disruption (Ernst & Young, 2018)

<table>
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<tr>
<th>How do universities create value?</th>
<th>Potential areas of disruption</th>
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Disruption readiness self-diagnostic

The exponential advancements we see in technology today are only going to accelerate. To seize the upside of disruption, universities must take risks and invest in a disruption agenda, even as they continue to focus initiatives that will keep them competitive in the near to medium term. Standing still, waiting and seeing, relying on past success to carry you forward into the future, is no longer an option.

Use this tool to diagnose the readiness of your university to contend with disruption by 2030.

1. Are you willing to challenge or change your core business model?  
   - Yes  
   - Maybe  
   - No

2. Have you cultivated a culture of “yes, we can” that enables agile decision-making?  
   - Yes  
   - Maybe  
   - No

3. How well does the leadership team and council understand the dynamics of disruption both inside and adjacent to higher education?  
   - Yes  
   - Maybe  
   - No

4. Is your university’s strategy fit for a digital world?  
   - Yes  
   - Maybe  
   - No

5. Have you assessed your disruption readiness gaps? How do you compare to your competitors, locally and globally? How do you compare to leading corporates, locally and globally?  
   - Yes  
   - Maybe  
   - No

6. As incumbent business models shatter, can you build the capabilities you need to succeed or will you need to buy them?  
   - Yes  
   - Maybe  
   - No

7. Does your strategy address the need to both achieve near-term objectives and lay the groundwork for future disruption? Does it drive transformation?  
   - Yes  
   - Maybe  
   - No

8. How does university purpose inform your disruption readiness agenda?  
   - Yes  
   - Maybe  
   - No

9. How secure are your funding commitments against disruption initiatives over the medium to long term?  
   - Yes  
   - Maybe  
   - No

10. Have you assessed your funders’ views on disruption in higher education? Is your funder base aligned to your ambitions?  
    - Yes  
    - Maybe  
    - No

If the answers to a number of these questions cause concern, it could be time to revisit your strategy to ensure you are ready for the Transformative Age.
So its not just about TEL...

- Open educational practices
- Open, flexible and distance learning
- Distributed learning and disaggregated learning
- The changing role of the educational organization
- Alternative approaches to qualifications, awards and credentialing.
The problem....

• While access to ICT is altering the educational landscape.
• Universities ARE NOT restructuring or reengineering their activities and offerings appropriately to meet the demands of this changing landscape.
• Universities are ignoring significant advances that have been made already, reinventing the wheel or going about business as usual.

My goals here are to:
• Define the critical issues.
• Identify the challenges that confront us today, and
• Explore the opportunities that lie ahead
  • For policy development in learning and teaching.
  • How best to spend our energies and resources, now and in the future.
So how ready are we?

1. Life on the fringes.
2. Learning with an organization.
3. Learning through mediation.
4. Learning to connect and communicate.
5. Distributed learning.
1: Life on the fringes

THOSE WHO ARE ABLE TO SEE BEYOND THE SHADOWS AND LIES OF THEIR CULTURE WILL NEVER BE UNDERSTOOD LET ALONE BELIEVED, BY THE MASSES.

-PLATO (427-347 BC)

Challenges

1. Is OFDL/TEL any less robust?
2. Are OFD/TEL students fringe dwellers?
3. And if so, then living on the fringes of what?
4. Where is the center, and what is at that center?
5. Is campus-based education the gold standard, and at the center?
6. If so then when, where and why? And if not then when, where and why not?
7. How helpful is it to compare and contrast modes of learning and teaching?
8. What are the implications of these considerations for policy development around modes of learning and teaching?
Opportunities

1. Key sticking point ...
2. **Structure and guidance** -- What is it all about?
3. How much structure and guidance is necessary?
4. How is that kind of structure and guidance best provided?
5. **Is the teacher the best, and the only source of it?**
6. It has to do with our perceptions of teaching and learning.
7. What do we think teaching and learning is all about?

[Image: http://bit.ly/2bV2tXt]
2: Learning with an organization

http://bit.ly/2c4Th5I

Adapted from Taylor 2007

Free learning opportunities for all students worldwide using OER courses with pathways to achieve formal academic credit.
Challenges

• While the influence and sponsorship of an educational institution remains.
• The form and function of this defining attribute of OFDL is undergoing change.
• A very wide variety of educational institutions are starting to adopt and engage with OFDL, and for a variety of reasons.
• As such the nature of the educational intuition is undergoing change, and there is no sign of that abating anytime soon.
Opportunities

1. What do you think the educational organization of the future will look like?
2. Can educational provision be seen as the right or responsibility of a particular type of organization, of some and not others?
3. How critical is the role of an institution or organization in teaching and learning?
4. How viable and credible do you think is a concept like the OERuniversity, an institution that is defined by the type of learning resources it chooses to use (https://oeru.org/)?
5. What are the implications of this for governments and educational institutions in relation to policy development around accreditation, credit transfer and the award of qualifications?
3: Learning through mediation

The Social Concept of Mediation

- Human learning is mediated through interaction with others using "mediational tools";
- Language;
- Participant interaction;
- Tasks;
- Technology

http://bit.ly/2clmU0a
Challenges

• The use of many of these advanced technologies further alienated an already disenfranchised group of learners, and those it was meant to empower, turning OFDeL into an elitist educational provision that was accessible to the privileged few and not the masses for whom it was intended.

• Large numbers of OFDeLearners, especially those in developing contexts, who needed these opportunities the most, were being denied access to these learning opportunities because of their lack of access to reliable electricity supply.

• Initiatives such as *online learning, elearning, cloud-based learning* negated the promises and principles of OFDeL because many of these tools and resources were available and accessible only in electronic forms.
4: Learning to connect and communicate

Connect → Communicate → Collaborate → Create


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Challenges and opportunities

1. Connection and communication has cost implications.
2. For students, it means paying for reliable and regular access to networking technologies and infrastructure from their place of study.
3. And for the educational institution, it means access to the technological infrastructure along with the costs for nurturing, moderating and assessing this form of communication.
4. What are the implications of these cost considerations for learners?
5. And for institutions in relation to policy development around widespread adoption of online learning and teaching strategies and their resourcing in distance education institutions?
5: Distributed learning
Challenges

• In distributed learning control is not centralized nor under anyone’s direction.
  • Instructional control is dispersed and as such distributed.
  • Such that learners, teachers and their learning resources could be located anywhere and be accessible at any time and from anywhere.

• But its viability is dependent on the availability of a robust and reliable networked infrastructure, in the absence of which it would fall apart completely.
6: Disaggregated learning

THE FUTURE OF COLLEGE TEACHING?

The Traditional Professor
- Designs Course
- Teaches Course
- Assesses Students
- Conducts Research

The Disaggregated Professor
- Course designed by a team consisting of content experts, instructional technologists, and media technicians.
- Courses "delivered" by part-time, contingent faculty.
- Students evaluated by part-time, contingent assessment specialist or computer automated grading.
- Research outsourced, subsidized, and controlled by private companies.

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2011
Post-secondary education is being unbundled

• This refers to the separation of the components of the learning and credentialing process, potentially separating course design, development, delivery, support, assessment, and credentialing.

• Learners will be able to select the providers of content, mentoring and coaching for mastery and undertake assessment in dedicated assessment centers so as to secure recognition by professional bodies, credit coordinating agencies, and/or universities and colleges.

• Given that quality no longer relates to residency at any one institution but to competencies and mastery, unbundling is the key to personalized learning routes and differentiation of providers. (Contact North, 2016a).
Challenges and opportunities

• Online learning technologies are fast becoming standard features of the campus-based educational experience.
• Lectures focused on the delivery of content are becoming less relevant and less useful.
• The lecture is fast becoming an accompaniment, and in so doing, flipping over the conventional campus-based experience.
• Notions of openness are being extended to include the adoption of open educational resources and the practice of open scholarship.
• Methods of teaching and learning pioneered by open and distance education are becoming part of mainstream educational provision, as they replace outdated campus-based educational practices such as fixed time, place and pace of study.
“Australia’s universities are monolithic institutions that control all aspects of their teaching and research activities, anchored by physical spaces and time-bound schedule. Digital transformation is challenging this dominant model. As universities evolve from faculty-centered to learner-centric institutions, they may well find it necessary to unbundle their many functions as well as their degree programs to differentiate and maintain competitive advantage.”
Challenges remain in the adoption and integration of nontraditional approaches to learning into mainstream processes by institutions.

At the heart of that is our failure to rethink and recalibrate existing choreographies to be able to make most of the opportunities technologies afford.

This has meant business as usual, and no fundamental change to our existing learning and teaching choreographies.
This is the most potent of all challenges facing enterprise-wide adoption of technology-enhanced learning on campuses and especially those without a strong pedigree in the field.

• In these institutions, regardless of their brand and Ivy League status, technology-enhanced learning sits on the periphery without real institutional impact, but as an opportunity to promote its existing brand and tap into new markets for new students and additional revenue streams.

• This is a classic case of technology driving the educational transaction. And it is arguable that the situation may not be much better in institutions that have a strong open and flexible learning pedigree.

• These institutions are attracted to the affordances of open and flexible and technology-enhanced learning, and are willing to experiment with it but only in parallel with their conventional learning and teaching practices, not at the expense of it.
For the successful adoption and integration of non-traditional educational practices -- A rethink and recalibration of conventional learning and teaching choreographies is required.