

Friday, May 25, 2001

## Track 1: Philosophy

How will higher education change over the next 5-10 years?

What changes in teaching are likely to be necessary during that period?

What role is technology likely to play in this process?

In what ways has the use of technology improved student learning?

What lessons can we draw from this for the future?

### Crystal ball

Computer skill competency expectation levels for new faculty.

- o Assessment
- o Life standards or expectation

Teaching with technology an essential element

Interdisciplinary interaction as a requirement

- o Taking skills that the students have and making an actual mathematical connection

Loss of campus-based learning

- o The campus becomes the portal where one begins
- o Possible disparity due to the separation due to the separation due to the non-traditional students
  - o Distance learning
  - o Online courses
  - o Etc.

Loss of education

- o More business oriented training
- o Similar to the community college

More Hybrid courses

- o Web site usage
- o Labs
- o Discussion forums

Many undergraduates will come to the universities just to get away from home

For interaction

Big fish will star eating the big fish

The brick and mortar universities will out weigh the .com universities

Physical interaction will still be need and help chosen by the students

Sorting out which courses really work online

- o Which universities have the best programs or discipline
- o Separate the online learner from the traditional classroom learner.

Differences between in class and on line learners

- Freshman usually don't have the discipline
- Many need that face to face interaction
- Time factors
- Equipment availability

A variety of choices in which the students can gravitate to based upon their personality, learning style, and discipline

Isolating the different kind of students or giving them the skills to compensate for their differences

- Learn to organize
- Auditory learners
- Visual learners
- Learning Disabilities
- Time restrictions

Hybrid Degrees

- Courses will come a variety or multiple university
- Stay at the beach and take courses from Chapel Hill

Learning more about how our students learn

- Teaching styles
- Personality
- Are there any or many choices
- Matching teaching styles to learning styles

How long does it take to complete ones degree

The community effect of interacting with other learners

A few faculty members often set the tone – it affects the learning community

- We also assuming the faculty member will continue to be the center of the universe.
- We will become more facilitators
- Less instructor center classes
- More student centered learning

So much information is available that instructor are not need to impart information

- Provide more hands on learning

Some students want the degree with the least amount of work/responsibility  
They may select the university that require the least amount of work

Teach people skills how to run weaving looms, machinery repair, etc.  
Microsoft could hire a PhD's to educate or develop software to educate

Are the universities going to loose to these businesses that are becoming fed up with universities.

Competition and money will have a lot to do with the future of universities

What is happening when our student get their degree  
Does higher education want to hold on to our traditional degree or do we want to get on the bandwagon and change our methods of drawing students and providing the types of learning they are looking for to meet their needs.

Parents want their children to get degree; they value it as a brass ring.

No doubt that schools of education are on their way out  
Most programs don't teach you how to teach  
We need to do better assessment

- o Assess it
- o Assess it in comparison to other programs
- o Do it for our selves
- o Do it before others impose their forms of assessment on us.
- o We don't have a good base of assessment on what we are doing now

What is this outcome assessment?

- o We don't have good measurements
- o To spend the money we want documentation of what these programs/courses are going to produce

Promotion and tenure is somewhat based on student assessment which isn't a good form of assessment

A winning football team helps the community assess the university

It depends on the type of coverage, media, and outside representation is developed by agencies.

Our graduates also promote us; we don't teach students to get along with us, to make a great representation when they enter the work for

Some students are very smart and don't have the interaction skills and they can't fail because the students shouldn't interact with people. But faculty needs to help this student, should the curriculum provide these skills. Ex. A shy student will get attention to help the student.

- o If this isn't addressed now

- What will happen when we go to distance learning and online courses

### Recommendations:

- Provide a variety of learning environments for prospective students
- More effort at sorting out/matching learning styles and instructional delivery

**How is teaching likely to change over the next 5-10 years- trends?**

**What role does/will technology play in this process? – Interaction of the two?**

How can we save space? Hybrid classes instead of one class using

More technology tools will be available

More faculties to use the tools

Learning curve for the tools

Why faculty? Why can't I go to someone who can design what we want and feel will meet my content needs?

- New hybrid conditions where people with the discipline knowledge and technical skills will develop the course needs
- In five years these problems will disappear
- Professors are they educators or researchers
- Should they be able to hand off their notes and have someone else develop their presentation
- The faculty will become more technological savvy
- Scary thought

Video cameras in the classroom for assessment

- Teacher quality
- Student assistance
- Evaluative observation
- Now the class is private ground
- Will cameras in the classroom invade
- They will remove the private domain
- Sage on the Stage, The guy by the side
- Others will see these bright students
- Faculty poor in knowledge and give exams
- Next will come modules,
- We will still be keepers of the kingdom because the students don't know how to get that information and connect it together so it make since. WE ARE THE CONTENT EXPERTS! We will become facilitators.
- Are we the source of a lot of knowledge
  - What do we do with the knowledge?

- Do we draw the students in to interact with and manipulate that knowledge
- What forms of technology do we use to impart this knowledge
- Professors role as a tour guide—we travel through the discipline and give them time to investigate, get their hands dirty
- Exploit the potential the students have without
- What are the outcomes for the teachers

There are many different ways to get the job done. Some are going to become the sage on the stage and we should accept that.

Work load: Front-end and Back-end

Lecture is back –end

Front-end you burn your energy before class and the classes can kind of take of itself. Ex. Facilitator

This requires some skill base for the students; teach them how to teach themselves, to do meaningful group work. Model how to do peer editing, teach them the skill, how to adapt to this techniques.

No matter the use of computers will only increase

Are we support of having every student on campus have a laptop.

Front –end work, what are the students going to do with it. Has the work been done to ensure the student have stuff they regularly have to do with it to ensure the need.

Regardless to technology the way we teach will change in the 21 century

Change the way think

Drive by the teaching not the technology

### **In what ways have you changed?**

I have been forced to think of other aspects of technology.

Provided an administrative and teacher prospect

Reaffirmation of learning, teachers are learning too!

Go back and share this knowledge, return and build on it