Toward Inclusive Higher Education: Innovation, Access and Institutional Change

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Prepared for the 4th International Conference on Software Development for Enhancing Accessibility and Fighting Info-exclusion, Porto, Portugal, 21 July 2012
A fundamental shift in the construction of inclusive higher education

INNOVATION & CHANGE ELEMENTS
Innovation, Change and Higher Education

• The future of higher education is one of increasing change, expanded options and the necessity for adaptability and inclusiveness by all actors in learning systems.

• No-action/ignore change alternative is not a viable option.

• Change components:
  – Institutional Change Agents
  – Technologies and Technological Approaches
  – Disruptive Practices and Processes
  – New Metrics of Assessment
  – Institutional Innovation and Change
Changing Context of Higher Education

Much innovation/change focuses on the margins, new teaching techniques, new technologies. Given global market and technological change, innovation must occur at institutional rather than individual faculty levels.

- Changing demographics/characteristics
- Changing markets for learning education
- Institution competition – yes, they are your competition
- Attention economies, crowdsourcing, collaboration
- Global context of competition (social/economic/educational)
Learners, Learning; Inclusion and Participation

- New approaches shift learner from *object* to *subject*
- New online approaches can increase customizability, enhance measurement, facilitate communities
- “Learning support teachers/classroom assistants play vital role in making inclusion work well in practice.” (EU report): Tech training/implementation
- “no cross-European comparative data on the participation of disabled students in higher ed, or on impairments and outcomes of those who participate”
Institutional Change Agents ("Players")

- Public Sector (government)
  - There is a push to commoditize public education

- Private sector/industry groups
  - Private resources funding change with a focus on pressing needs
  - Manufacturers, technology providers/venture funds

- Non-Governmental Organizations (NGOs)
  - Often pursue goals for social good; sustainable models present a challenge
  - Research/studies by non-profits

- Foundations
  - Funding of higher ed fluctuates; must find common goals with HE

- Institutions of Higher Education (last but not least)
Technology and Approaches

ICTs/digital technologies facilitate new instructional, engagement, participation and learning approaches

• Gamification
  – Applying fundamental game mechanics to courses

• Massively Open Online Courses (MOOCs)
  – A shift in the delivery of learning; rich area for research in terms of effectiveness

• Blended Learning
  – Draw on strengths of ICTs and face-to-face interactions

• Massively Open Online Seminars
  – An attempt to replicate seminars in the online space
Disruptive Practices and Processes

Shifting focus from learner as “object” to “subject” – education not delivered, but learning facilitated in multiple contexts and forms.

- Social Learning
  - Breaking down the broadcast model of teaching and learning
- Blended/Inverted learning approaches
  - Khan Academy
- Alternative Certification
  - Badges for continuous and timely learning
- “Markets” for Learning Options
  - Online systems for enabling learning to occur anytime, anyplace
New Metrics of Assessment

• Real time analytics (in online environments)
• Game and collaborative based evaluation
  – Multiple assessment points
  – Focus on learning rather than testing
• Classroom “Clickers”
  – Allow for real-time, interactive assessments to uncover specific misunderstandings
• Institutional Ranking Indices and Individuals
  – A ‘one size fits all’ model is not appropriate; institutions may offer value yet not currently be highly ranked
Institutional Innovation and Change

- How should acquiring knowledge be paid for as the Internet opens access?
- How do we ensure all learners have access given the functional limitations and “disability divide”?
- How will global learners bridge cultural and language differences?
- How will we accommodate learners with disabilities in a technology driven environment?
- What new challenges will we face as the university continues to evolve?
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