The Evolving University:
Beyond Disruptive Change and
Institutional Innovation

Paul M.A. Baker, Ph.D.
Keith R. Bujak, M.S.
Rich DeMillo, Ph.D.
Francesco Domenico Sandulli, Ph.D.

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A fundamental shift in the construction of 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 by all actors in learning systems.

• The no-action/ignore change alternative is not a competitive 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
- Changing markets for learning education
- Global context of competition (social/economic/educational)
- Institution competition – yes, they are your competition
- Attention economies, crowdsourcing, collaboration
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 digital 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?
Authors

• **Corresponding Author:**
  - Paul M.A. Baker, Ph.D. (pbaker@cc.gatech.edu)
  - Center for 21st Century Universities
  - Georgia Institute of Technology

• Keith R. Bujak, M.S.
  - Center for 21st Century Universities
  - Georgia Institute of Technology

• Rich DeMillo, Ph.D.
  - Center for 21st Century Universities
  - Georgia Institute of Technology

• Francesco Domenico Sandulli, Ph.D.
  - Departamento de Organización de Empresa
  - Facultad de Ciencias Económicas y Empresariales
  - Universidad Complutense de Madrid