

STUDENT LEARNING PANEL

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The Current Work Context

- 1-2 jobs over lifetime
- Mastery of one area or expertise or field
- Competition for jobs mainly at local level
- Hands-on & fact-based work
- Institution-based & degree-based education
- Work in top-down organizations
- Success measured by individual accomplishment

Changes

- 10-15 jobs over lifetime
- Mastery of many rapidly changing fields
- Work in fields that don't currently exist and may not exist when degree is complete
- Global competition for employment

More changes...

- Interactive work setting – technical in nature, non-routine tasks, creative problem-solving
- Learner-centered education, lifelong
- Partially or wholly delivered by technology
- Work settings dynamic, flexible, distributed
- Complex problems in unpredictable that require collaboration and effort distribution

Future Students

- Don't know a world without technology – voice input, virtual reality, quantum computing – no learning curve
- Instant access to information
- On-demand instructional options
- Rapid-paced, interactive learning
- Choice of learning formats, outputs
- Authenticity in learning and demonstration of learning
- Wide variety of choices in education

How Does the University Compete?

- Maybe more like the Vatican- a figurehead physical location – widely dispersed local mini-campuses fulfill some current functions and also for when non-virtual interaction desired or required
- Greatly increased competition – *many* choices available

New Instructional Mission

- Not just intellectual – but social, motivational, emotional & related needs – students seen in a broader light
- Change from defined time frame & objectives (B.A. in 4 years) to a lifelong educational pipeline accessed as needed with job and career changes

Instruction??

- New methods don't just *use* technology but *leverage* technology
- Instruction *built* around technology rather than having it added to existing instruction
- More interactive, authentic, faster paced
- Less need to *acquire* information (which we are good at) than knowing how to *use it, think about it, and collaborate* with others around it (which we are not as good at)
- New ways to *assess* knowledge

Continued...

- Valued skills = search & find & apply rather than recall
- Instructors can no longer rely on solely on disciplinary expertise as a drawing card
- Need to learn & teach in new ways around skills and abilities not even assessed today – e.g., online comprehension – in work settings and professions that may not exist today
- More investment & *different kinds* of investment in faculty development around instruction