

2010 Conference at the University of Amsterdam

On the Future of Higher Ed / Academics & Vendors

Blackboard (my presentation follows)

Google

Microsoft

Etc.



The Future of Learning is Open

The Future of Learning is Open

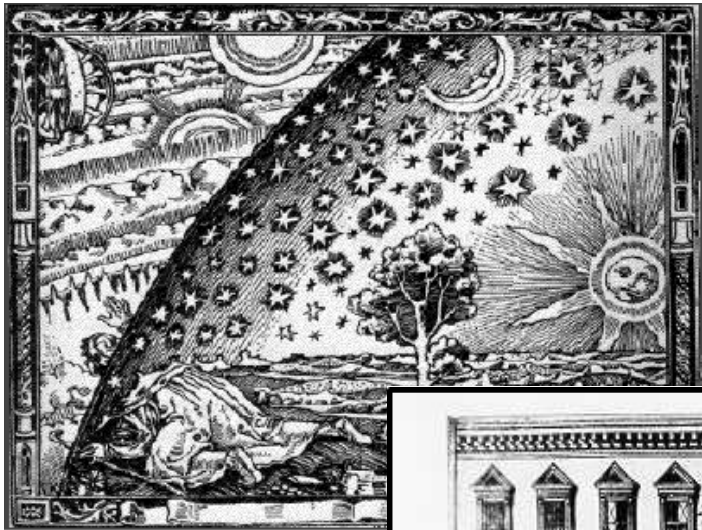
Currently the Internet provides an avalanche of information some desired but much is not. Social media publishes without censorship, rapidly. This raises significant questions about the way universities react to this information revolution, as a University we will need to explore the following questions:

- Which role does the University, a source of information and a generator of knowledge and social discussion itself wish to play?
- What is the influence of this online social dislocation on the educational process?



The Future of Learning is Open

The University as a Modern Knowledge City State



Gordon Freedman, Executive Director, The Blackboard Institute

The Evolution of the University



LIBRARY 300 BCE-500



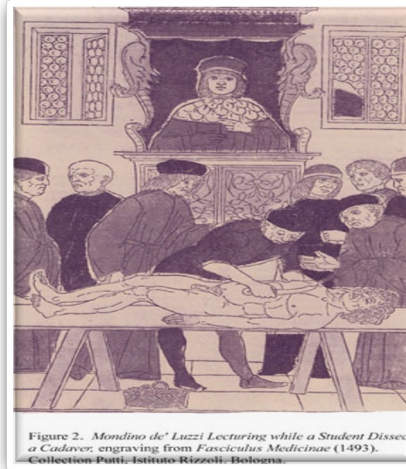
MONASTERY 500-1100



UNIVERSITY 1100-1500



LETTERS 1500-1750



DISCIPLINES 1750-1900



LABORATORY 1900-Now

The University as a Knowledge City State

CROSSROADS

Universities are always at a crossroads.

It has always been the case.

What makes this crossroad different?

There is change, there is stasis



The University as a Knowledge City State

EXCLUSIVITY

Once the Internet matured

And the mobile phone became smart

Knowledge was still a scarce good.

And knowledge still has its keepers.



The University as a Knowledge City State

OPENNESS

Much knowledge, information and data is open.

Interpreting what to do with this openness is not clear.

With new freedom to explore, uncertainty is greater.

One tradition ends, but the “next” is not really starting...



The University as a Knowledge City State

RESPONSIBILITY

In this context, what should the university be?

What should we expect it to do?

Is it a tool of the economic state?

Does it search for the next terrain?

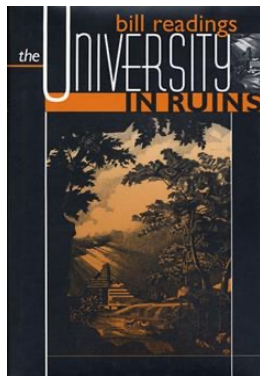
Should it help re-form society globally?

How does it open its gates?

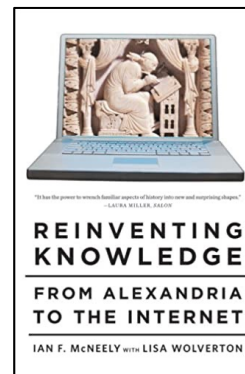


“The University in Ruins” / “Reinventing Knowledge”

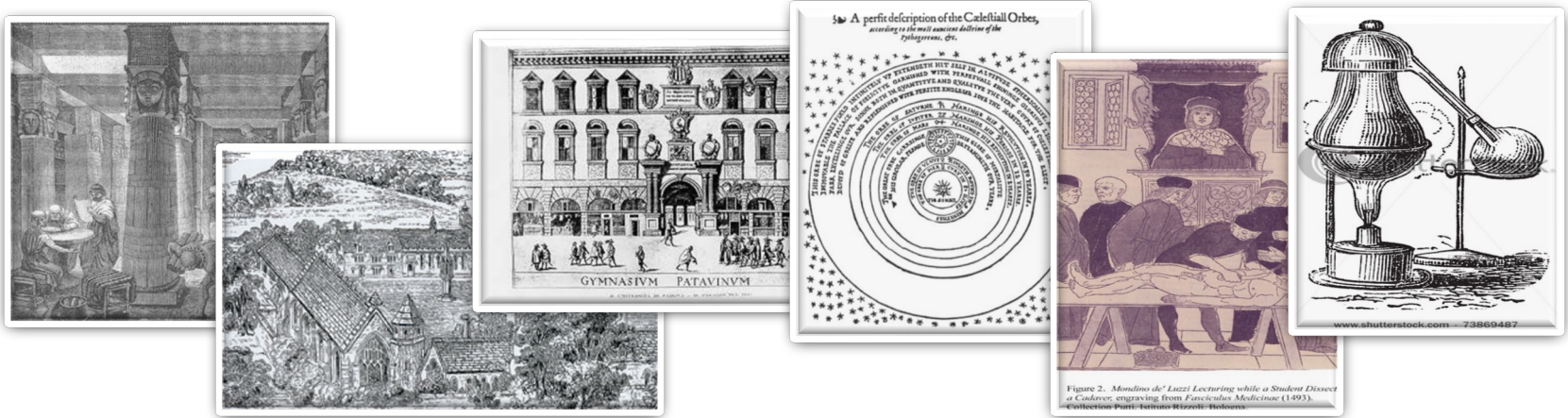
- Bucking the Enlightenment trend toward extensive reading, the promiscuous consumption of printed texts, the counterculture of evangelical Protestantism made Bible study groups the centerpiece of an ever more intensive practice of reading and scholarship.
- A string of largely unsung eighteenth-century reformers then refurbished the university as a site of face-to-face study one could not find in disembodied print media.
- Reinventing knowledge, they made seminaries—later called seminars—the seedbeds of disciplined research and disciplinary specialization.



University in Ruins, 1997
Bill Readings



Reinventing Knowledge, 2009
Ian F. McNeely
University of Oregon



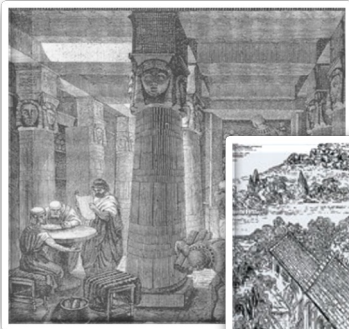
Institution-Knowledge Epoch Progression (Ian F. McNeely, University of Oregon) *

Library	<u>300 BCE–500 CE</u> Alexandria reasoned from texts
Monastery	<u>500–1100</u> Benedictines enacted as devotional ritual
University	<u>1100–1500</u> Paris and Bologna structured as disputation
Republic of Letters	<u>1500–1750</u> Copernicanism legitimated by humanist rhetoric
Disciplines	<u>1750–1900</u> Classical philology sanctioned by specialist communities
Laboratory	<u>1900–present</u> Pasteur's replicated through experiment

* "Current Trends in Knowledge Production: An Historical-Institutional Analysis,"
Prometheus: Critical Studies in Innovation 27 no. 4 (December 2009): 335-55

INSTITUTIONAL CONTROL

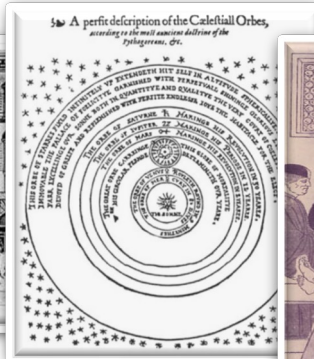
University



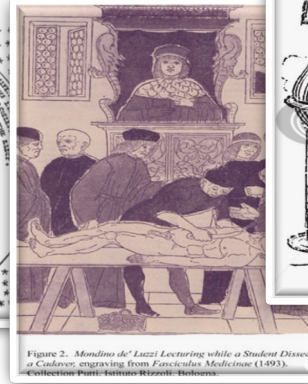
Library



Monastery



Letters



Disciplines



Laboratory

What is the university's unique value in and can it adapt to a Post-institutional world where individuals have agency?

Google

facebook



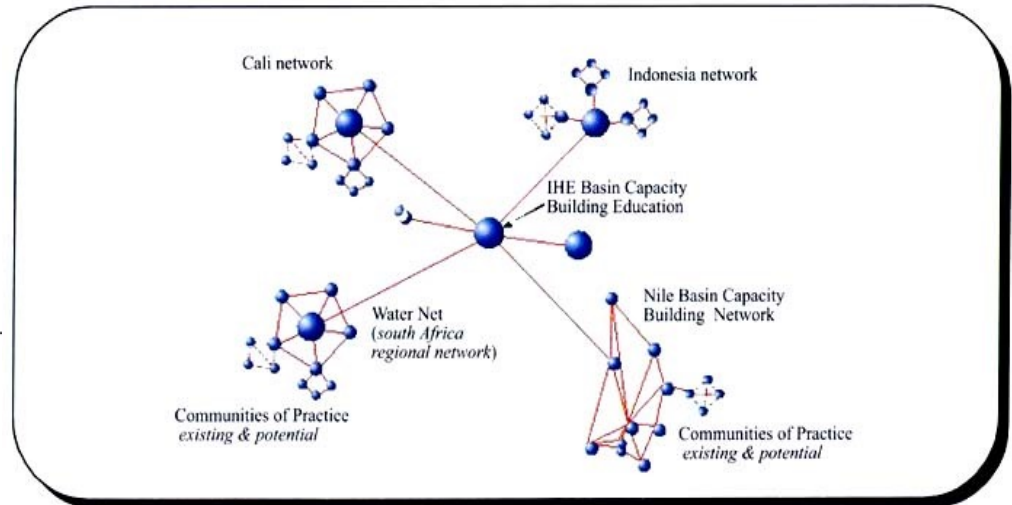
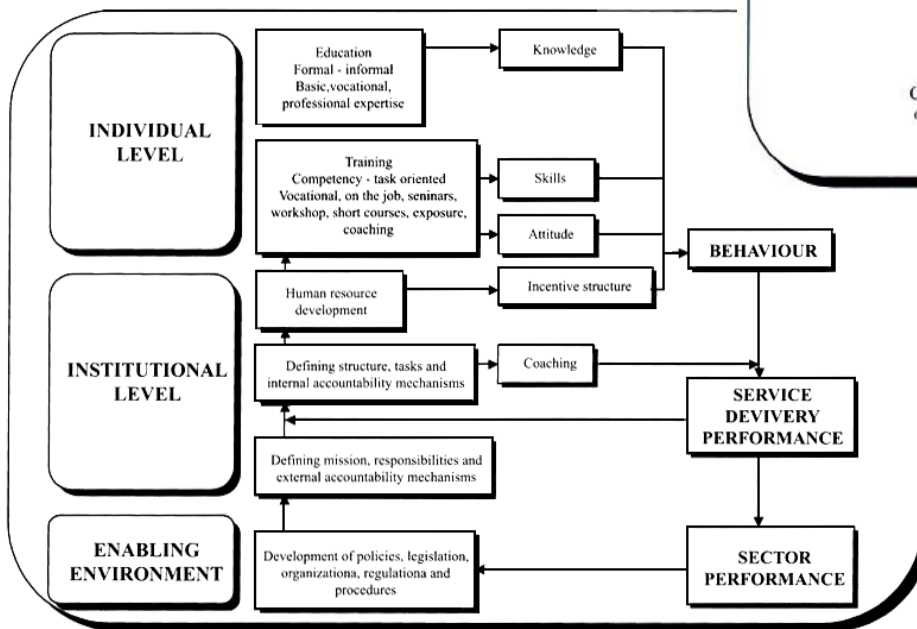
WIKIPEDIA
The Free Encyclopedia

You Tube

OPEN ON THE WEB

The Rise of Knowledge Networks & Variability

Knowledge Networks for Capacity Building *



* Jan Luijendijk and Diego Mejia-Velez

UNESCO-IHE Institute for Water Education, Delft, the Netherlands

Functional Typography of the Aims of Universities



This is the catalogue of common university goals & operations

University Typography – Employment Configuration



This is the push for university as human capital producer

University Typography – Business/Economic Configuration



This is the configuration for growing interlinked knowledge economies

University Typography – Research Configuration



This is the traditional knowledge and value creation university

University Typography – Issues Configuration



This is the modern push for university as global change contributor

University Typography – Social Change Configuration



This is the modern university as a principal organ of society

Father Reading

The pressures of the information age are real. They cause nations and institutions to rethink how to provide high quality education to large numbers of students.

A new approach is needed that is more comprehensive, more systematic, and involves new technology in new ways.

This white paper provides institutional leaders, governments, and policymakers with a better understanding of the effects of globalization on higher education institutions and, ultimately, to foster processes to systematically address the numerous challenges to learners and to institutions.

[Unlocking the Global Education Imperative](#), 2008 White Paper

