Monsters, eduPunks, Devils and Things that go Bump in the Night

Reflections of an Educational Optimist in a Sector Gone Gothic

Richard N. Katz
THE GAME HAS CHANGED!?
Dark Times?
What Happened?
Monster # 1 Corporatization
The accelerating power and falling prices of computers; the Internet; computerized databases; the proliferation of basic computer skills within the college-age population: all are factors making higher education ripe for invasion by capitalist enterprise. It is now possible to earn a profit providing higher education, or at least something that will pass for higher education in the eyes of its major consumers. Online education, in particular, may become capital’s beachhead in its incursion into this new territory.”

Professor Kit Kims Taylor
First Monday
September 1998
Monster #1

Corporatization

THE LOST SOUL OF HIGHER EDUCATION

ELLEN SCHRECKER

Not for Profit

For Profit

1999  2009  2019 (est)
Monster #2 Consumerization, Edupunks, Edupreneurs & Jenny
Monster #2

Consumerization

IT, Higher Ed and Scale

- Khan Academy
- MIT Open Courseware
- Carnegie Mellon
- 60secondrecap
Monster #3
Mechanization of Learning
Monster #3
The Education Factory
Monster #4

Educational Balkanization

King Abdullah University of Science and Technology
Monster #5
Erosion of Scholarly Standards
Monster #6
Decline of Civil Discourse
Monster #7
Rise of Truthiness & Erosion of Intellectual Authority

“I just feel fortunate to live in a world with so much disinformation at my fingertips.”

“Oh, like you know something the Internet doesn’t know.”
“There is no question that the need for learning institutions such as colleges and universities will become increasingly important in a knowledge-driven future. The real question is not whether higher education will be transformed but rather how and by whom ... the challenge of change before us should be viewed not as a threat but as an opportunity for a renewal, perhaps even a renaissance in higher education.”

James Duderstadt
President Emeritus
University of Michigan
Where Does this Leave Us?

“IT is embedded in, and used by, institutions that have a history... IT will cut its own channels, leading to the creation of institutions that differ from those of today; institutions where the weight of history does not condition and constrain IT’s use.”

Professor Martin Trow Daedelus, 1999
Half Full, or Half Empty?
Corporatization, Standardization, and
A Tale of Two Hamburgers
Half Full, or Half Empty?

Consumerization or Student Engagement?
Half Full, or Half Empty?

Balkanization, or the Birth of Educational Democracy?
Half Full, or Half Empty?

End of the Institution, or Birth of Educational Fabric?

Ivory Tower
Transformation, or Transmogrification?
So What Do We Do?

• Cable Guy?
• Utility Manager?
• Curators of Curios?
• Service Provider?
• Information Architect?
• Enterprise Integrator?
• Strategic Enabler?
• Trusted Partner?
Leading Universities
in an Era of Disruptive Change

Is this the defining moment for the information professional?
HABITS TO CONSIDER FOR LEADING DURING DISRUPTIVE CHANGE
Consider Building the Brand
Consider Building a Culture of Evidence

Muddling Through

Culture of Evidence
Consider Developing Panoptic Vision

It’s above the campus!
Consider Old and New Academic Standards

- Who *is* a member of this academy?
- What constitutes an original contribution?
- What is plagiarism in an age of mashup?
- What constitutes effective scholarly discourse?
- What *is* a meaningful scholarly output?
  - Monograph?
  - Blog? Tweet??
  - Video???
Consider Learning to Weave

Giants
• Gigantiversity
• Consortiaholics
• Course Credit

Aggregators

Minnows
• University of One
THE GAME HAS CHANGED!?
Childhood’s End

A Tribute to Arthur C. Clarke

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