

## EDUCAUSE on Campus

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What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the [EDUCAUSE Event Planning Kit](#), which containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

### Step One: Decide Purpose and Length of Event

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

### Step Two: Develop Your Curriculum on Your Program's Topic or Theme

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your participants walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website, as resources, articles, podcasts, webcasts, and other valuable content is added every day.

### Step Three: Plan the Logistics and Host Your Program

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event's topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.

# Exploring and Designing Breakthrough Models in Higher Education

## Program Overview

The shifting forces challenging higher education, both within and outside the academy, have dominated countless newspaper headlines and led to a flurry of new books and research discussing trends and suggesting a new future for higher education. Most agree that the landscape is changing, but what does this mean for your institution? And what can institutions do to ensure they serve the needs of their students, now and in the future? In the midst of the “big squeeze” on finances, how do institutions contain costs while providing better service and ensuring greater student success?

Using this program, participants will be challenged to explore these questions and to consider the forces for change within higher education and how individual institutions can leverage technology to rethink the model. Specifically, after participating in this campus event, participants should be able to:

- Articulate and explain the key challenges facing the current higher education model.
- Describe how information technology might make learning more personal and more efficient for today’s learners while addressing the 21st-century challenges they face.
- Describe how information technology might help institutions rethink the current business model for higher education.
- Demonstrate what new models might look like by developing a new course or program prototype.

*Target Audience: This program is designed to be adapted to multiple audiences. However, you are encouraged to consider participation from these key campus constituencies: faculty, student support, academic leadership, and instructional technology.*

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# 1. Pre-Event Activities

## 1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:

- **Clayton Christenson, Michael Horn, Louis Soares, and Louis Caldera, “[Disrupting College](#),” Center for American Progress.** This report lays out the critical challenges facing the higher education business model and highlights several “disruptive innovations,” notably online learning, and their power to increase access and quality.
- **Randy Bass, “[Disrupting Ourselves: The Problem of Learning in Higher Education](#),” *EDUCAUSE Review* 47, no. 2 (March/April 2012).** Principles of disruptive innovation, coupled with our growing participatory culture and trends in student engagement, may shift the learning paradigm from the course to a “postcourse” era. Bass offers suggestions for expanding our notion of teaching to keep pace with learning.
- **Phil Hill, “[Online Educational Delivery Models: A Descriptive View](#),” *EDUCAUSE Review* 47, no. 6 (November/December 2012).** In this article, Hill breaks down key approaches to online learning and provides an overview of the current model landscape. The article includes examples and descriptions of MOOCs, competency-based models, educational partnerships, and fully online programs.
- **Christine Flanagan, “[Business Model Innovation: A Blueprint for Higher Education](#),” *EDUCAUSE Review* 47, no. 6 (November/December 2012).** If we are to design a student experience for a 21st-century educational system in which all students can succeed—regardless of learning style or life circumstance—then we must bring their experience to life through business model innovation. In this article, Business Innovation Factory’s Flanagan outlines an approach to a student-centered business model with lessons learned from their “Student Experience Lab.”
- **Andrew Calkins and Kristen Vogt, “[Next Generation Learning: The Pathway to Possibility](#),” *Next Generation Learning Challenges*.** This white paper presents a distilled set of observations about the innovative approaches used by grantees of Next Generation Learning Challenges. The resulting framework organizes the myriad aspects of designing, implementing, and enabling next-generation learning strategies at scale into six dimensions. It offers a review of the literature, essential elements, and practice-based examples of each dimension of the framework.

## 1.2. Pre-Event Conversation Starters

To help participants connect around key ideas before the session begins, consider posing the following questions for discussion:

- Based on your own reading and recent articles, what would you suggest are the critical challenges facing higher education, as a whole, today?
- What are the unique challenges facing your institution? Can they be addressed within the traditional model of higher education?
- What technological change has had the most impact on how you educate and support students?
- In the next five years, what technological innovation will have the most impact on how you educate and support students?
- What emerging models hold promise for your institution?

Discussion might occur on a discussion board, through e-mail, or in a face-to-face meeting during the program. Consider using a tool such as [IdeaScale](#) to allow attendees to post ideas, respond to

their peers, and vote for the ideas that resonate most with the group. (Want to see an example? Explore how [EDUCAUSE uses IdeaScale](#) to survey the community.)

After the program concludes, consider revisiting these questions to see how attendees' perspectives have changed.

## 2. Opening and Additional Sessions

Consider using the following recordings as sessions. One may be the keynote or opening session. Other suggestions are listed as supporting sessions. Along with the presentations, include discussion time after the presentation that includes soliciting additional questions or discussing the implications of each idea for your campus.

### 2.1. Suggested Keynote Sessions

Michael Horn, "[Disrupting College](#)," EDUCAUSE 2012.

Suggested discussion questions:

- Throughout the presentation, Horn highlights examples of disruptive innovation across industries. Should the process of disruptive innovation apply to higher education? What potential opportunities or challenges does that propose?
- Horn notes that technology is not the problem. What forces prevent changes to the higher education business model?

Diana Oblinger, "[Game Changers: Education and Information Technologies](#)," NGLC Summer Learning Series, July 2012.

Suggested discussion questions:

- Throughout the session, Oblinger highlights the importance of institutions charting a path that's driven by their own unique mission and needs. How would you articulate your institution's most important needs and challenges?
- Oblinger noted challenges for a sample institution: inadequate student preparation, a diverse and growing student body, and declining funding. Do these resonate at your institution? What other challenges exist on your campus?
- What themes seem most relevant to your needs?

### 2.2. Additional Sessions

As you create the remainder of your program, we recommend the following recorded sessions, grouped by theme:

#### 2.2.1. Trends in Higher Education

- Mark Milliron, "[An Optimist's Education and Technology Agenda: Leveraging Technology to Increase Access and Success in Higher Education](#)," 2012 ELI Annual Meeting
- Josh Fischman, Kenneth Hartman, James Links, and William Pepicello, "[Online Learning: What College Presidents and the Public Think About Its Future](#)," EDUCAUSE 2011

#### 2.2.2. Understanding Specific Student Populations

- Gerardo de los Santos, "[Bold Expectations: Insights from the 21st-Century Commission Report on the Future of the Community Colleges](#)," NGLC Summer Learning Series Webinar, July 2012
- Pam Tate, "[New Online Services to Help Adult Learners Complete College](#)," NGLC Summer Learning Series, August 2012

- S. Craig Watkins, "[Beyond the Digital Divide: Reimagining Learning in a World of Social and Technological Change](#)," 2012 ELI Annual Meeting

### 2.2.3. Game-Changing Technologies and Approaches

- Josh Jarrett, "[Student Success at Scale: What Have We Learned from Applying Technology to Persistent Educational Challenges?](#)" EDUCAUSE 2012.
- Anne Margulies, "[edx: Breakthrough in Online Learning](#)," EDUCAUSE 2012.
- Louis Soares, "[The Rise of Big Data in Higher Education](#)," *EDUCAUSE Live!*, March 2012
- Marsha Lovett and Ellen Wagner, "[Analytics for Teaching, Learning, and Student Success](#)," EDUCAUSE Analytics Sprint, July 2012
- George Siemens, "[MOOCs: Open Online Courses as Levers for Change in Higher Education](#)," NGLC Summer Learning Series Webinar, July 2012
- Candace Thille, "[The Open Learning Initiative](#)," NGLC Summer Learning Series Webinar, August 2011

### 2.2.4. Whole Breakthrough Models

- "[Next Generation Learning Challenges: A Showcase of Breakthrough Models](#)," EDUCAUSE 2012
- "[Next-Generation Learning: How Do We Get There From Here?](#)" 2013 ELI Annual Meeting

## 3. Planning Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

### 3.1. Environmental Scan

While many participants may agree that change is necessary for institutions to keep pace with student needs and society's demands, it can be difficult to imagine what a breakthrough model might look like without context. Consider dividing attendees into groups to explore profiles of new breakthrough models. Each group might review a subset of profiles and use discussion questions to prepare a "report" for the larger group. Discussion questions might include:

- What is the critical challenge the campus is trying to address? What students are they seeking to serve?
- What tools are they utilizing to address the challenge?
- What aspects of their model are easily adapted by other institutions? Our institution?
- Why is this model significant for my role on campus?
- What questions do we have about this model?

Breakthrough model profiles:

#### Associate's Degree Programs

[Altius Education and Ivy Bridge College](#)

[Kentucky Community and Technical College System](#)

[New Charter University](#)

[Rio Salado College](#)

[Southern New Hampshire University](#)

## Associate's and Bachelor's Degree Programs

[Ameritas College](#)

[Board of Regents of the University System of Georgia with Columbus State University](#)

[Northern Arizona University](#)

[Texas Higher Education Coordinating Board](#)

[University of Washington](#)

### 3.2. Designing New Models

After exploring some models, use a modified [design-thinking process](#) to surface potential “breakthrough models” on your campus.

(Want to see an example? The IDEO website details how they used a design-thinking profile to help New York University's School of Public Service redesign their student experience. Review it [here](#).)

This workshop should be designed with participants in mind. Faculty might be encouraged to consider course transformation while institutional leaders might reimagine an entire program. For events with a diverse audience, consider dividing into affinity groups based on roles or creating teams with a deliberate cross-section of roles.

Regardless of how participants are divided, each team will use the design-thinking framework to create a single breakthrough idea that leverages technology to meet the demands and needs of today's students. The solution should promote greater access to education while simultaneously promoting higher, measurable student outcomes at a lower cost to students and institutions.

That “idea” could exist within a single class, a course, a program of study, or an entire institution. Organizers should strive to be clear about expectations before beginning.

Bringing participants from challenge to idea will involve five steps. The length of each step can be adjusted based on the length of the event.

#### 3.2.1. Understand

During this phase, participants should take time to dig deeper into the challenges that they are trying to address. This might involve a discussion around “What are the key challenges we face on campus?” or “What are the key hallmarks of a ‘next generation’ university that we strive to adopt?”

#### 3.2.2. Define

In this phase, participants articulate their specific goals in designing their model. To do so, they answer the question, “How might we...?” Answers should be specific goal statements but not specific solutions. For example, “How might we provide a feedback loop to both students and faculty to influence course design?” (A solution statement, conversely, might be, “How might we create a learning management system that captures behavioral data and feeds it back to faculty?”)

At the conclusion of this step, the team should have a succinct list of such statements that clearly capture their goals for the new model.

#### 3.2.3. Ideate

The next phase should be completed in small groups with each group assigned a different “How might we...?” statement. This phase is “ideastorming.” Participants are challenged to contribute as many ideas as possible to answer the question. They might begin by brainstorming individually on Post-It notes and then share with the rest of the group. Participants should be encouraged to “think boldly” and toss aside concerns about how it might be done or the potential roadblocks to success.

#### 3.2.4. Prototype

In their small groups, participants share their individual ideas in pairs. Each pair then picks a single idea to further expand. Then, within the larger group, each pair shares its “big idea.” The larger group then creates a single “prototype” of the idea. Using paper, art supplies, or any other materials at their disposal, they create a sketch or model of their idea. A single prototype might use different big ideas but should avoid being overly complicated.

#### 3.2.5. Share

At the conclusion of the design session, encourage each team to share its prototype by presenting it to the whole group. You might consider bringing in campus leaders to serve as a “judging panel” to ask critical questions about each idea. If time permits, encourage Q&A and discussion around each idea.

## 4. Customize Your Event with Additional Content and Activities

In addition to using content provided by EDUCAUSE, we encourage each institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction with the community.

Consider:

- **Student Panel:** It can often be easy to overlook students and their needs while thinking about the design of new courses, programs, and initiatives on campus. Yet, breakthrough models are often touted as solutions to meet students “where they are” and serve their needs. Consider bringing students into your event to share the realities of their lives. Students might form a panel to answer questions from participants. Be purposeful about bringing in a diverse group of students to talk about their lives, their needs, and the demands on their time.
- **Discussion Sessions:** At the start of the session or before, ask participants to share their concerns related to the future of higher education, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups for informal discussion around the big issues. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.
- **A Brainstorming Carousel:** Carousels are a high-energy activity designed to build collective ideas. To start, create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart or a shared Google Doc or wiki. When time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end, ask each group to share big ideas from their last station, incorporating their comments with those of the previous group.

Consider these three questions or create your own:

- How do we engage and support diverse learners in these new learning environments?
- What strategies exist for transforming courses to reflect these new learning environments?

- How do we foster an institutional culture that nurtures and seeks innovation?

## 5. After the Event

This event should just be the start of conversations with your faculty and staff about breakthrough models in higher education. Consider using your local event to jump-start continued professional development. Postsession events might include:

- **Big Ideas Reading Group:** Consider building ways for participants to share resources and key readings even after the event concludes. Attendees might use content curation sites like [Storify](#) or [scoop.it](#) to develop resource hubs related to the future of higher education or breakthrough strategies. Organizers might consider developing a social bookmarking site using tools such as [Diigo](#) or [Delicious](#) to share links and collect resources. Consider building on these virtual spaces by inviting attendees to participate in face-to-face brown-bag lunches around discussion questions prompted by new articles, readings, or case studies.
- **New Ideas Lightning Round:** Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.
- **Virtual Community:** Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.
- **Continue Sharing:** Tap individual attendees to formalize your ideas to present to campus leadership for potential implementation. Or invite the community to listen to a “lightning round” of ideas to spur continued conversations.

## 6. Additional Resources

- [\*Game Changers: Education and Information Technologies\*](#): A comprehensive e-book with chapters and case studies from college and university presidents, provosts, faculty, and other stakeholders detailing how they are utilizing technology to achieve high student outcomes with efficiency.
- [Forum for the Future of Higher Education: Archive](#): Summaries compiled from papers presented at the annual Aspen Symposium. Papers explore critical academic and market challenges facing higher education, global education trends, and potential strategies for moving forward.
- [Surveying the Landscape](#): An entire issue of *EDUCAUSE Review* magazine dedicated to new trends and opportunities in higher education including case studies and feature stories exploring the role of data, IT, and emerging technologies in higher education’s future.