

Challenges and Opportunities in Contemporary Higher Education

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Three Functions of Higher Education

- * training students in skills
 - * including the skill of recalling facts on an exam!
- * certifying that students can do certain things
- * allow students to discern their truest callings



Two Curricula

- * formal or manifest curriculum: found in the syllabus
- * “content”
- * tacit or hidden curriculum: found in the flow of the class
- * “how to learn”

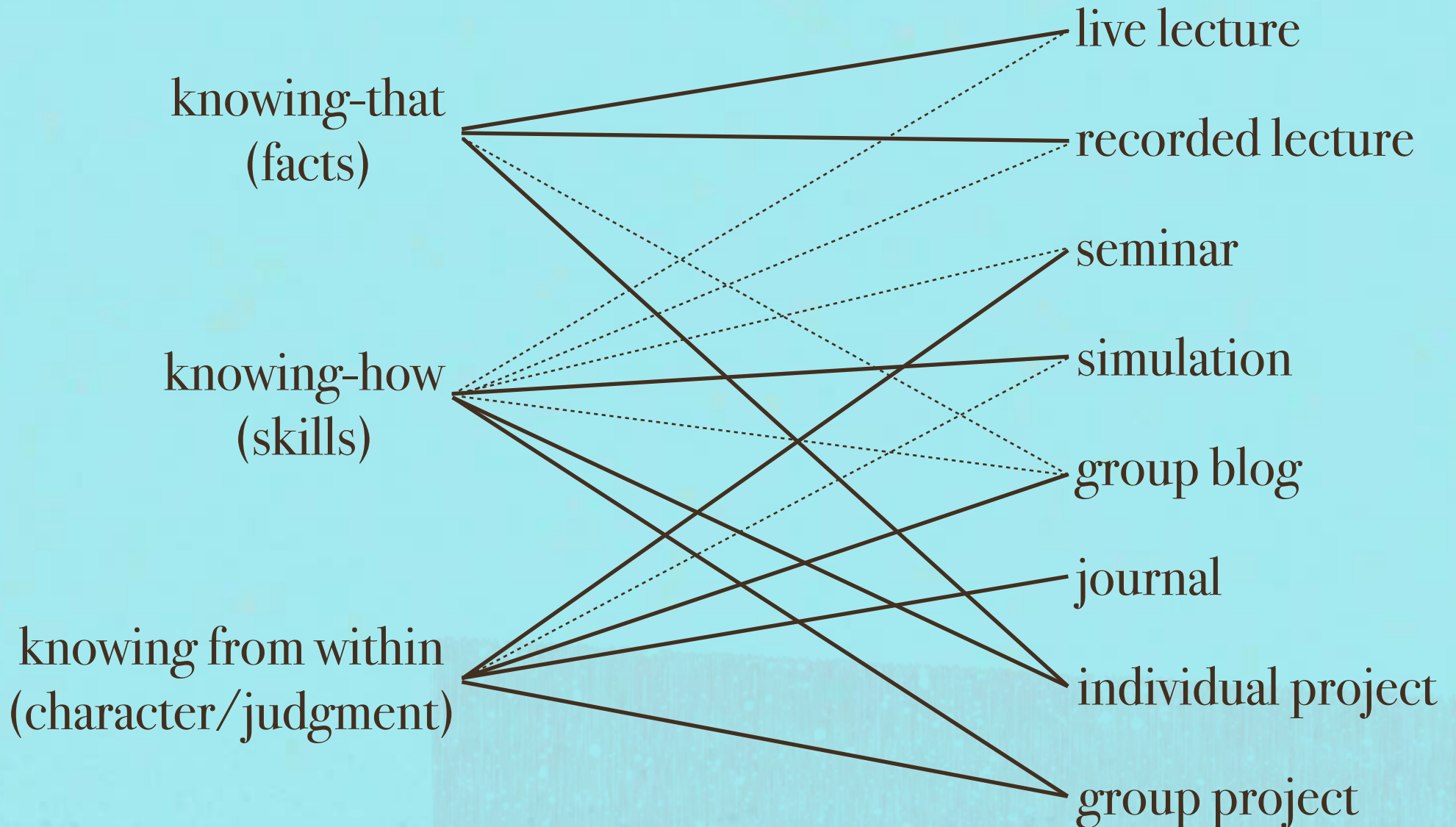


Three Kinds of Knowing

- * knowing-that: facts
 - * “what are these objects?”
- * knowing-how: skills
 - * “go buy dinner”
- * “knowing from within”:
judgment
 - * “should I take these?”



Formats and Goals



Formats and Goals

knowing-that
(facts)

live lecture

recorded lecture

knowing-how
(skills)

seminar

simulation

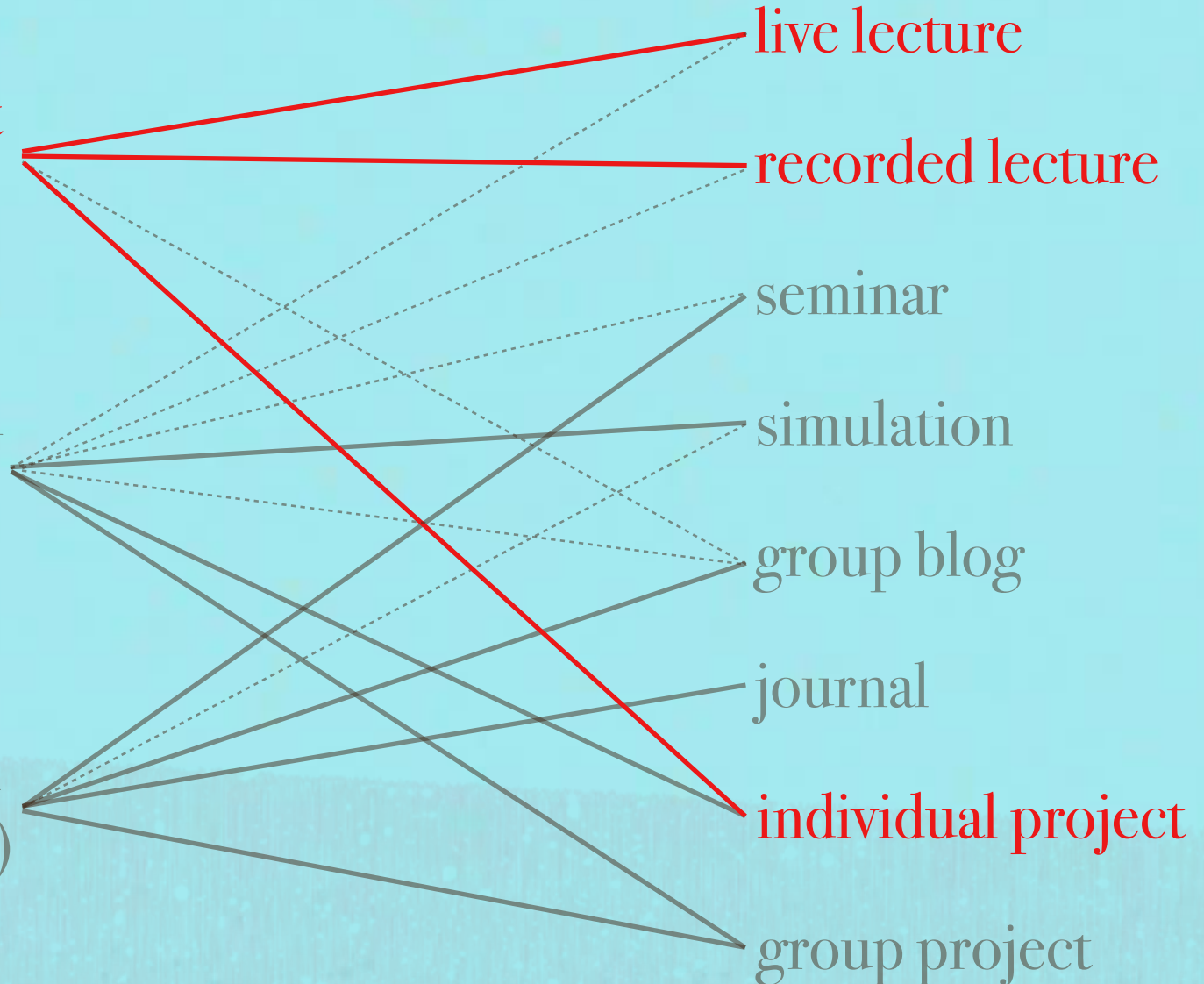
group blog

knowing from within
(character/judgment)

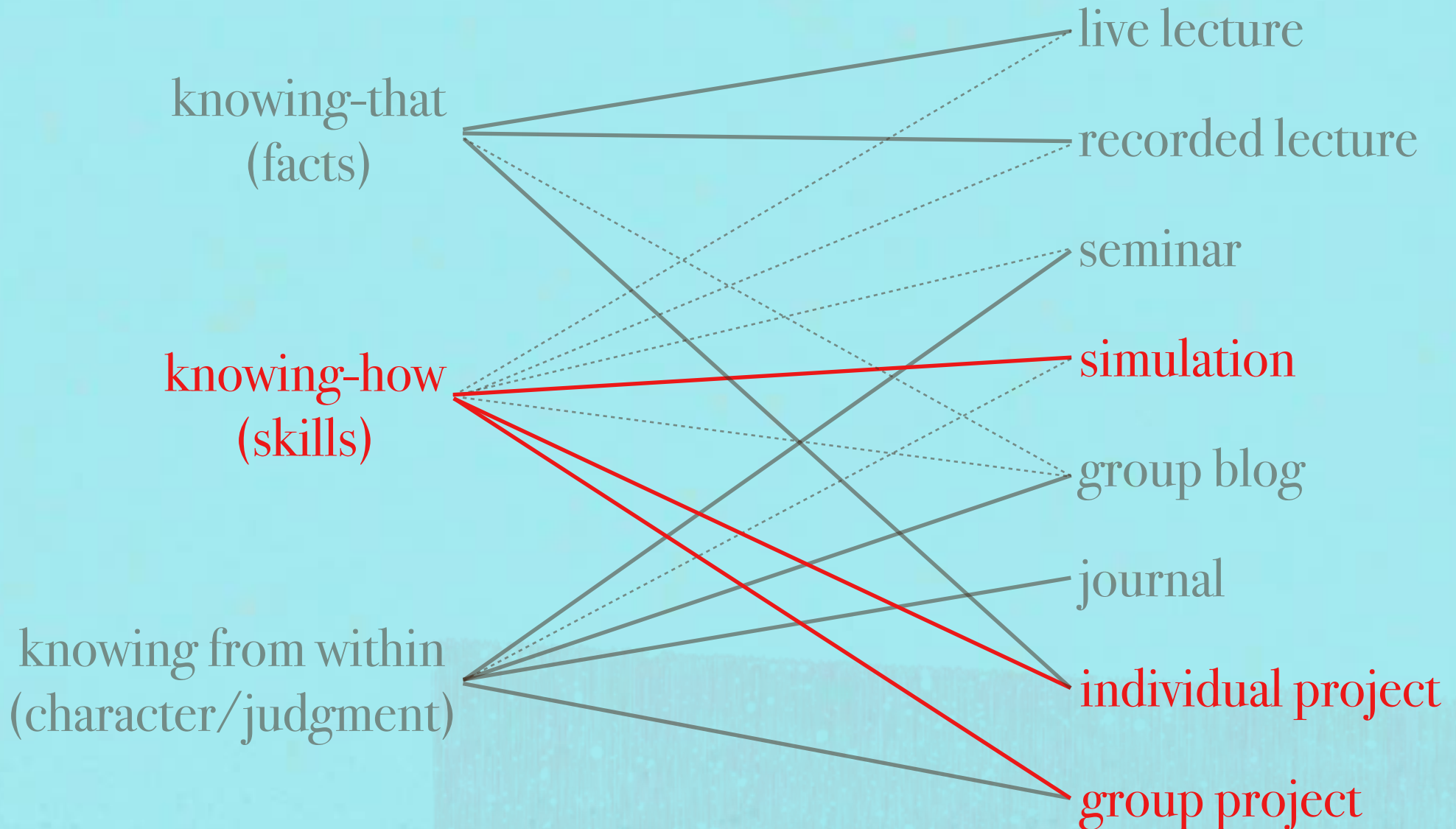
journal

individual project

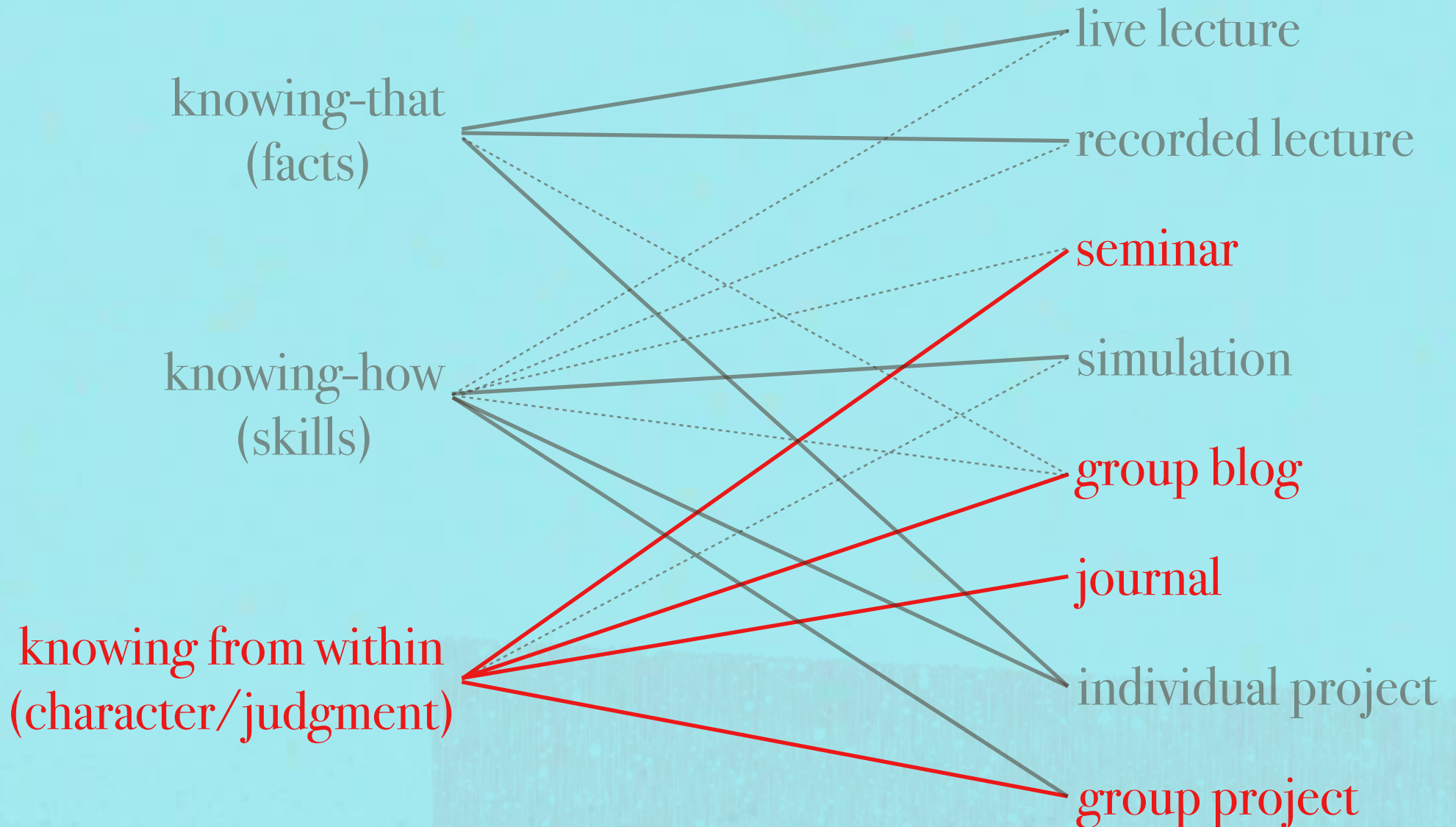
group project



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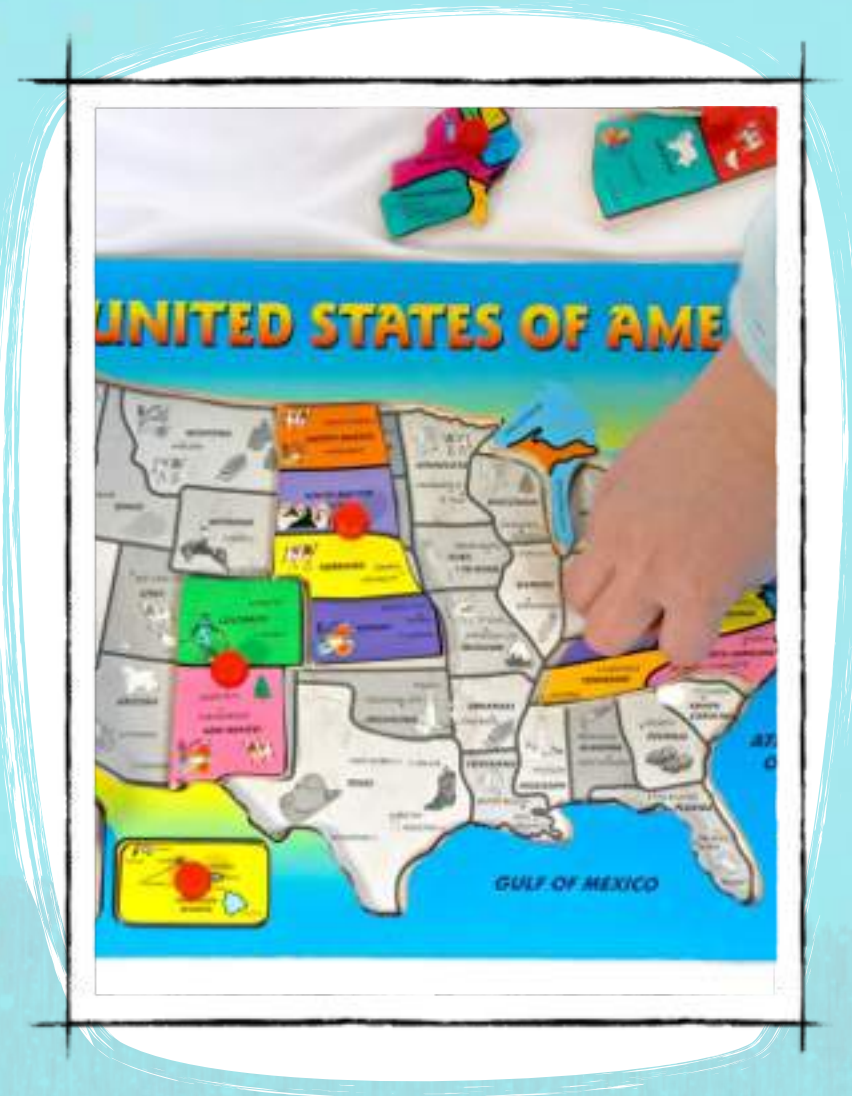
Training and Certification

- * can put these together because skills can be certified
- * “factual recall” a skill
- * lectures/exams good for factual recall
- * can be put online



Training and Certification

- * practical activities need an apprenticeship
- * feedback on performance
- * simulations, projects
- * can be done online, but with a live teacher



Forming Habits

- * seminar = opportunity to negotiate identity
- * not especially effective at disseminating facts
- * blogs and journals for reflection...
- * ...but a whole seminar is difficult to do online



The Classroom

- * real-time interaction is the scarce resource
- * put whatever you can online
- * (computers in class? sure—if it facilitates your pedagogy)
- * face-to-face still the best way to achieve some ends

