

Challenges and Opportunities in Contemporary Higher Education

Patrick Thaddeus Jackson • The American University
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@profptj

Rising Tuition and Other Costs

* average tuition/fees in
1972:

* 4-year private, \$10,379

* 4-year public, \$2,225

* average tuition/fees in
2012:

* 4-year private, \$29,056

* 4-year public, \$8,655

Overall, tuition has increased 1120% since 1978.

Student Debt

- * average debt at graduation: \$27,500
- * 1 in 10 borrowers have more than \$54,000
- * nearly 1/5th of US households have student loan debt
- * federal + private loans: more than \$1 trillion total

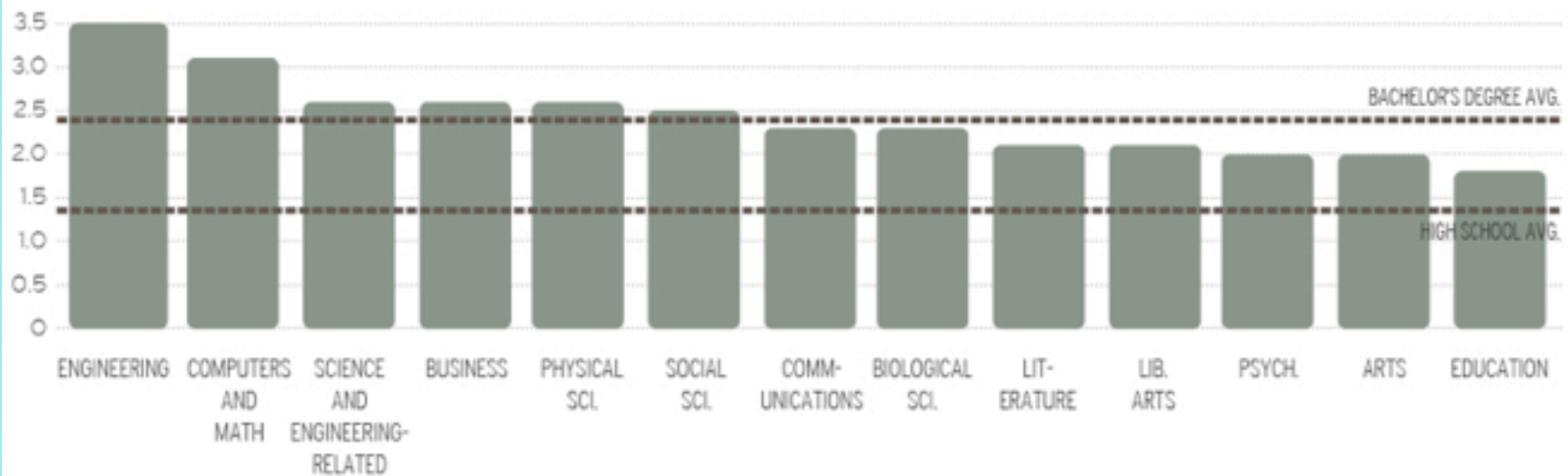
Instrumental Evaluation of College



Major matters

Recent analysis by the Census Bureau also shows that the lifetime earnings of workers with bachelor's degrees vary widely by college major and occupation.

Work-life earnings, in millions of \$U.S., by major ³



The lifetime earnings of an education or arts major working in the service sector are actually **lower** than the average lifetime earnings of a high school graduate.

Gen Y: Digital Natives

- * 78% of teens own a cell phone; 47% of those own smartphones
- * median teen texter sends/receives 60 texts per day
- * total number of Facebook users: 1.11 billion
- * total number of Facebook “friend” connections: 150 billion

MOOCs and Online Education

- * originally an alternative, connectionist pedagogy (cMOOC)
- * Coursera/Udacity/edX use a more traditional lecture-plus-online-exam format (xMOOC)
- * also, xMOOCs are supposed to (somehow) make money...
- * American Council on Education recommended credit for 5 Coursera courses in February 2013
- * not to mention numerous other online courses...

Woher Gefahr wächst
Woher Rettung auch.
Daher ist es auch so.

— Friedrich Hölderlin, “Patmos”

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”

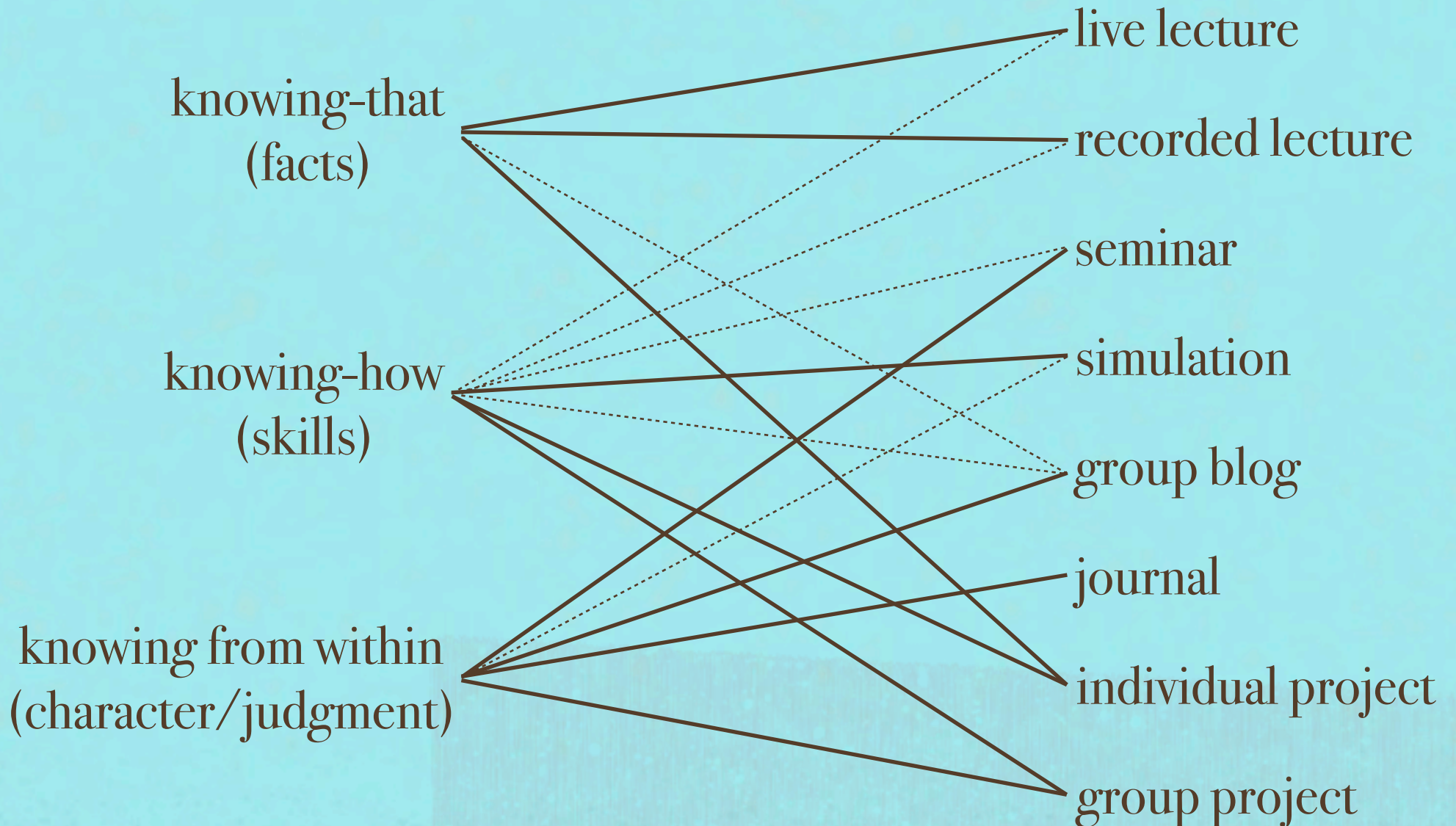


Three Kinds of Knowing

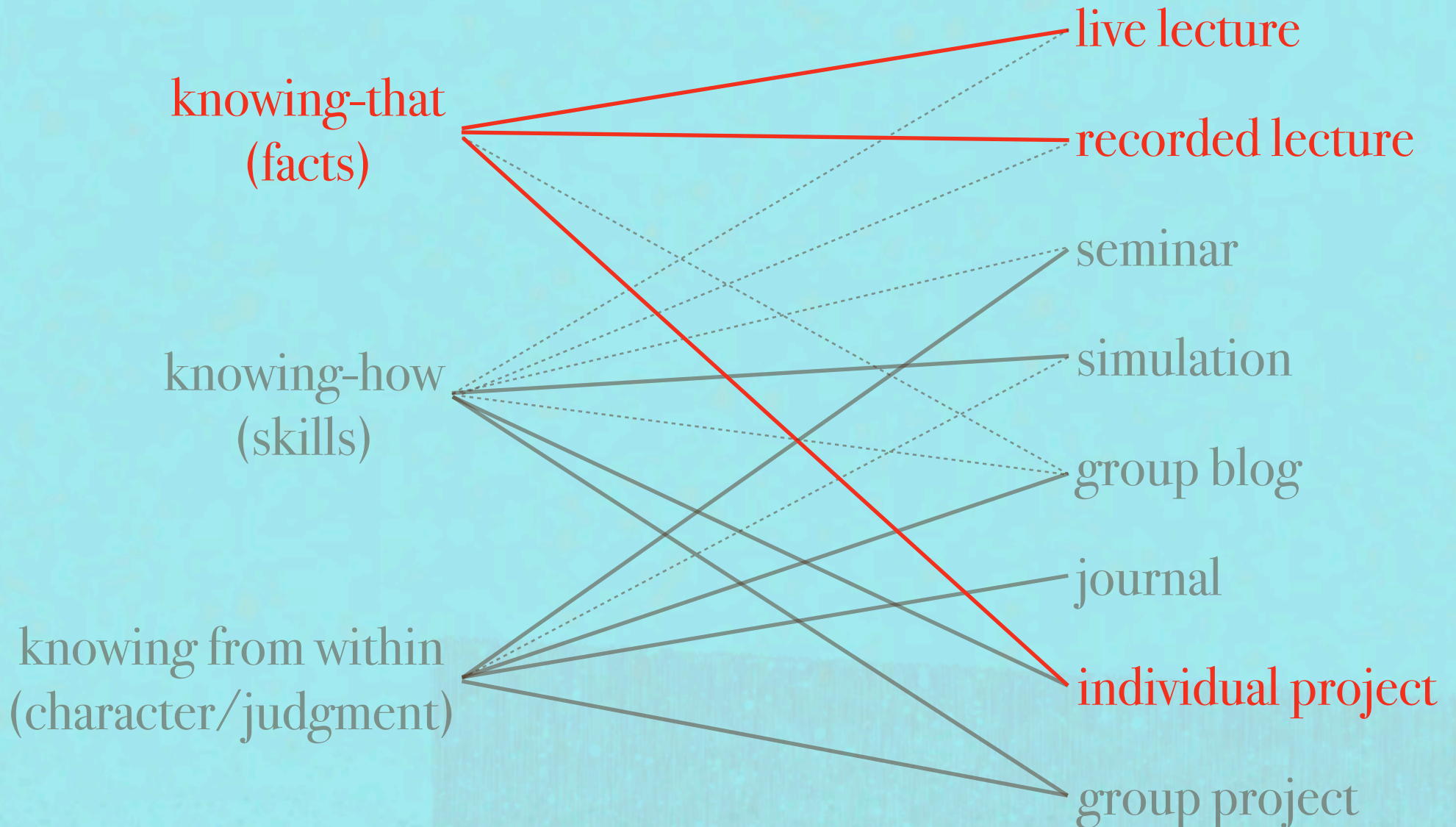
- * knowing-that: facts
 - * “what are these objects?”
- * knowing-how: skills
 - * “go buy dinner”
- * “knowing from within”:
judgment
 - * “should I take these?”



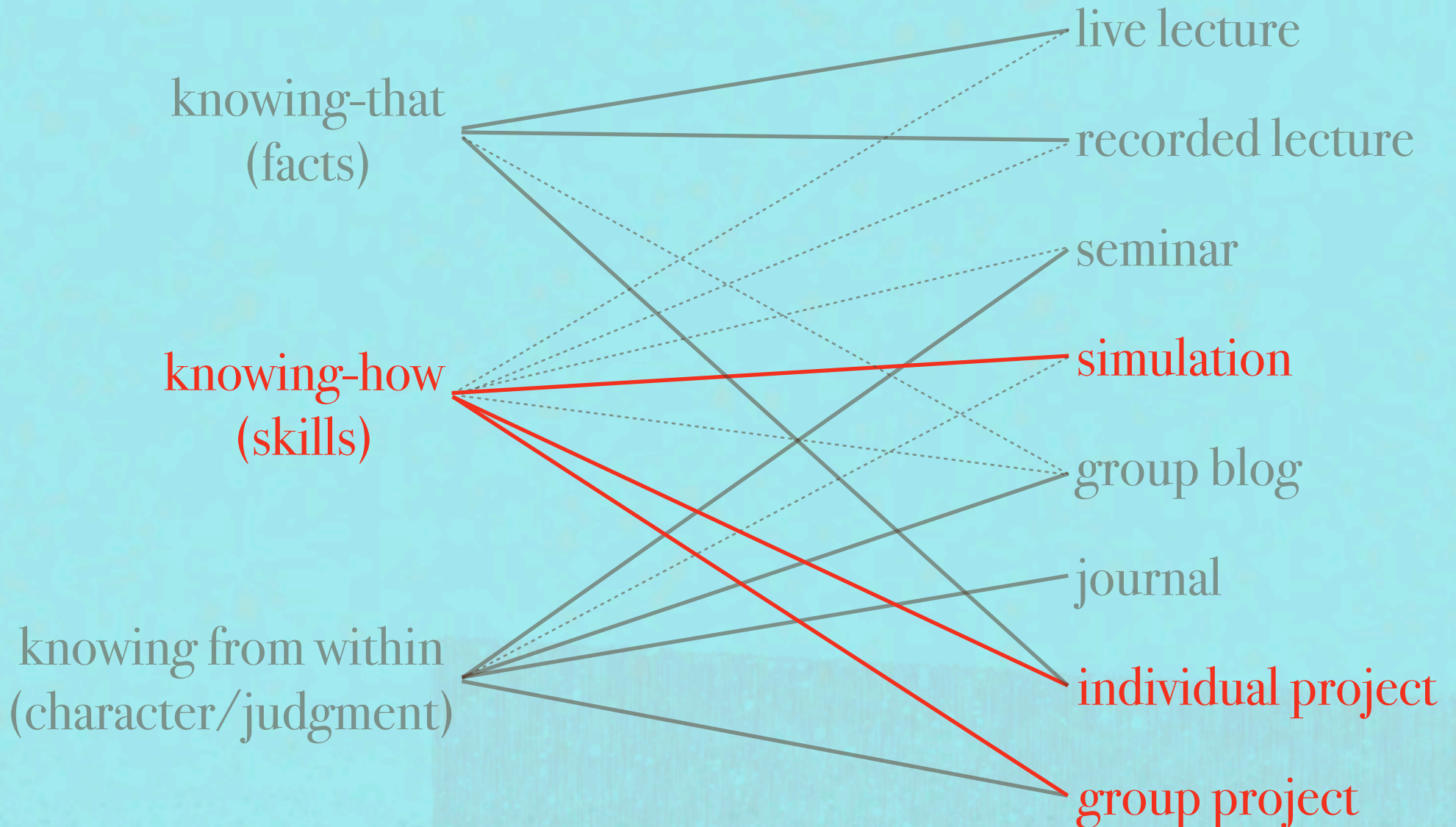
Formats and Goals



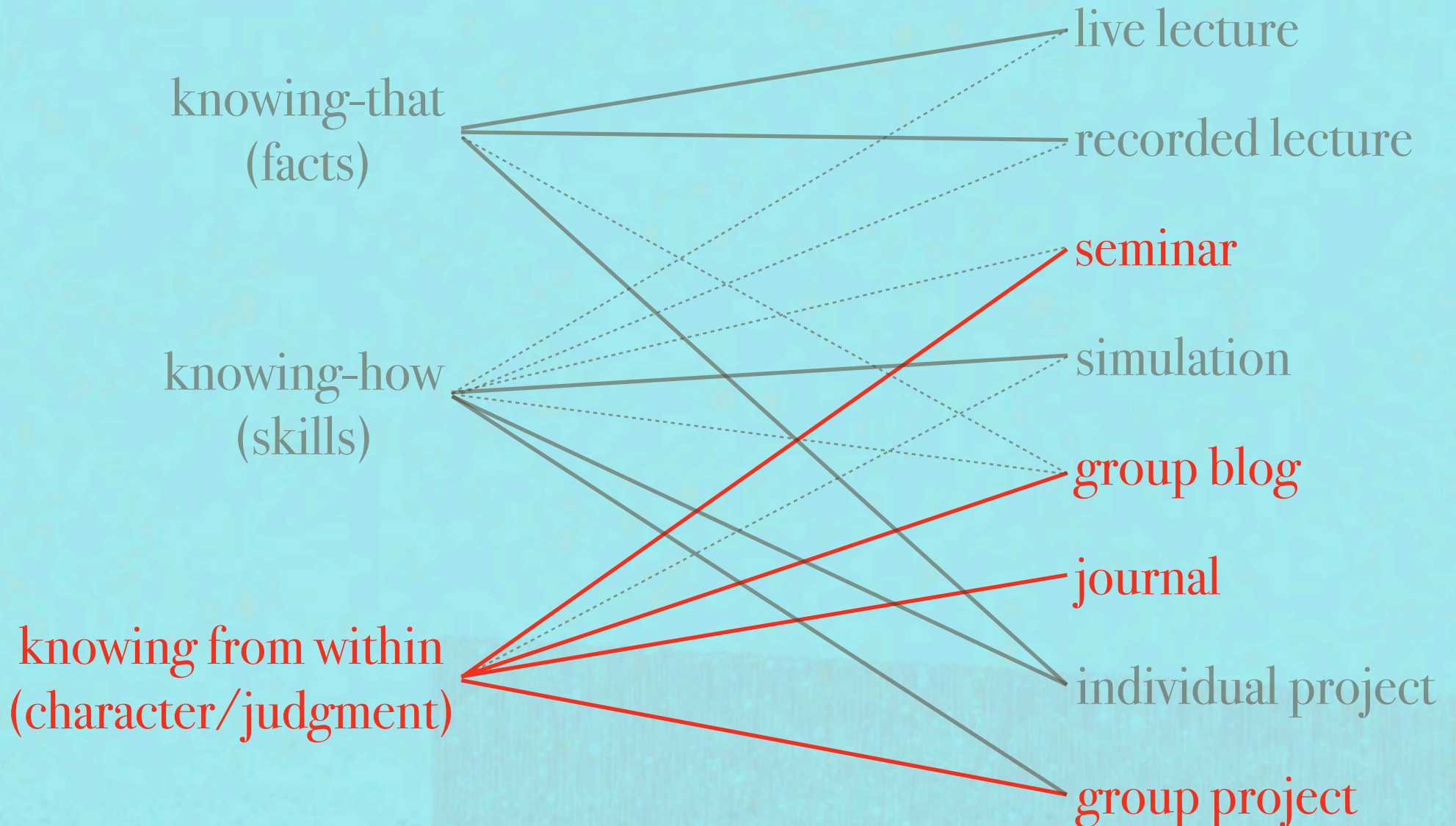
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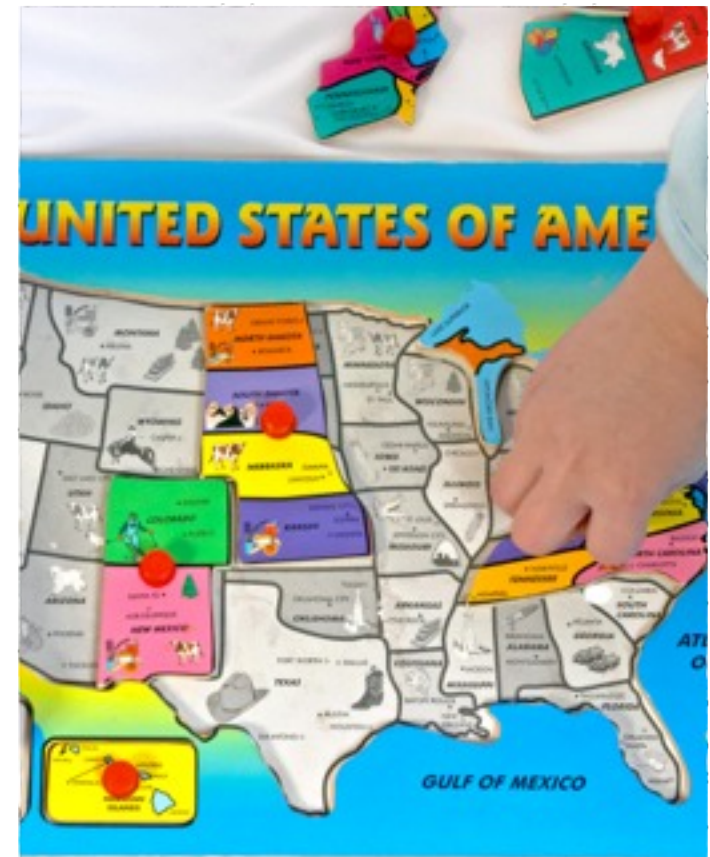
Training and Certification

- * 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



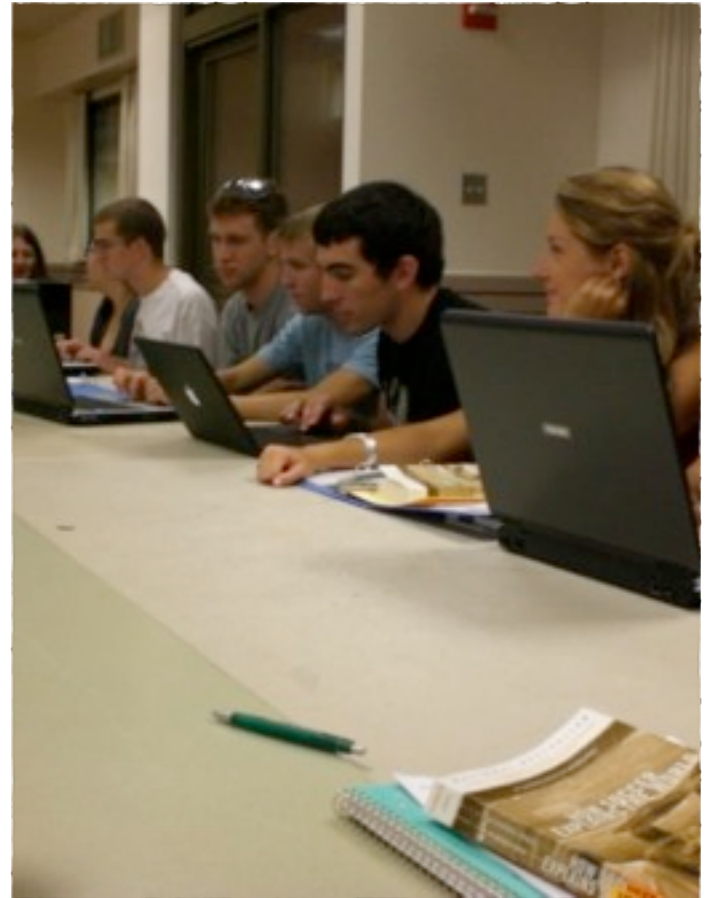
Forming Habits

- * 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



A Future Scenario

- * we need to be clearer about the value of higher education
- * not all goals of higher education demand the same kind of institutional resources



A Future Scenario

* three kinds of colleges:

1. elite private institutions
2. public training/
certification centers
3. “flipped campuses”

