Kathe Pelletier | EDUCAUSE: Hello everybody and officially welcoming you to today's EDUCAUSE webinar which is exploring the.

Kathe Pelletier | EDUCAUSE: Teaching and Learning horizon report I'm Kathe Pelletier and i'm the director of the teaching and learning program and edge because and i'll be your moderator for today's event.

Kathe Pelletier | EDUCAUSE: we'd like to thank our webinar sponsor and platinum partner Microsoft corporation i'm also pleased to welcome our panel, today we have.

Kathe Pelletier | EDUCAUSE: Christopher Brooks, Malcolm Brown and Mark McCormack and i'll introduce them in just a moment so First let me just give a brief orientation on our sessions learning environments and if you're tweeting which we would love for you to do please use the hashtag edge cause webinar.

Kathe Pelletier | EDUCAUSE: And we do hope you'll join us in making this session interactive many of you are already in the chat.

Kathe Pelletier | EDUCAUSE: But if you're not there yet just click on the chat icon at the bottom of the presentation window and you can use the chat to make comments share resources or pose questions to the presenters.

Kathe Pelletier | EDUCAUSE: If you're in the chat be sure to select panelists and attendees from the drop down menu to engage with everyone.
Kathe Pelletier | EDUCAUSE: Otherwise it just goes to the panelists we will hold q&a till the end of the presentation, but go ahead and get your questions in the chat will be watching for them throughout the webinar.

9  
00:01:22.950 --> 00:01:34.470  
Kathe Pelletier | EDUCAUSE: If you do have any technical issues that's when you use the panelists selection just go to the chat drop down, and you can direct a private message to us by selecting panelists there.

10  
00:01:35.100 --> 00:01:41.880  
Kathe Pelletier | EDUCAUSE: And if you want to return to any of the session today the recording and slides will be archived later today on our website.

11  
00:01:42.840 --> 00:01:54.330  
Kathe Pelletier | EDUCAUSE: So now let's turn to the presentation today this webinar will explore the trends challenges and key technology developments identified by a panel of global experts in the.

12  
00:01:55.140 --> 00:01:56.640  
Kathe Pelletier | EDUCAUSE: Teaching and Learning horizon report.

13  
00:01:57.300 --> 00:02:07.500  
Kathe Pelletier | EDUCAUSE: And you'll see here a few members of the horizon report team and they'll highlight contextual trends trends and challenges and discuss how Tiki technologies can assist higher education.

14  
00:02:07.800 --> 00:02:13.140  
Kathe Pelletier | EDUCAUSE: Teaching and Learning professionals and meeting our upcoming challenges and capitalizing on opportunities.

15  
00:02:13.590 --> 00:02:28.710  
Kathe Pelletier | EDUCAUSE: The implications of these trends and key technologies will be considered from different institutional perspectives as well and in case you haven't access their horizon report, yet you can follow the tiny URL URL here on the slide will also add a link in the chat for you.
I want to shout out to all of the horizon report team for support in convening the panel analyzing the data.

Writing up and editing the sections and special thanks to Jamie reeves for her fearless leadership and coordination of all these moving parts, this is an almost year long project and we're always so proud to get it out to all of you.

Okay, so for the session today, I am delighted to be joined by Christopher brooks Malcolm Brown and mark mccormack and I'll tell you just a little bit about each of them.

Christopher brooks serves as the director of research for a cause and in this role he manages the edge cause research portfolio and is a principal investigator on a number of research projects, including the horizon report series.

And with us, we also have Malcolm Brown, who joined, because in 2009 and served as my predecessor as the teaching the director of learning initiatives through.

2020 and in that role he initiated major educause learning initiatives or e Li undertakings, such as the seeking evidence of impact program the learning space rating system and the annual key issues survey.

He oversaw the seven things you should know about publication and the transforming higher ED blog and was also a member of the board of directors of by Ms global.

And last but not least, we have mark mccormack who serves as the edge cause senior director of analytics and research and.
Kathe Pelletier | EDUCAUSE: He oversees the associations Member facing data and analytic services or core data service and he track and their portfolio of original research projects.

Kathe Pelletier | EDUCAUSE: Okay now we're really going to get started with the report, so today we're going to actually kind of walk you through the sections of the report will serve as kind of an agenda for our conversation with the panel today so.

Kathe Pelletier | EDUCAUSE: You can see here in the report, we have a pretty robust session section on methodology, which we think is a really important.

Kathe Pelletier | EDUCAUSE: Part of the value of the horizon report so we're going to talk to you through how we approach this.

Kathe Pelletier | EDUCAUSE: Getting to the final version of the horizon report we're going to touch on the trends, as we scan the horizon to look from a big picture at what might come.

Kathe Pelletier | EDUCAUSE: In on the horizon we'll talk through just a few of the key technologies and practices that were an outcome of this year's panel, as well as some scenarios and the implications and so first i'm going to kick it over to mark who's going to walk us through the methodology.

Mark McCormack, EDUCAUSE (he, him, his): Thank you, Cathy I know the methodology is everyone's favorite part of the report and of these webinars as well, but i'll try to keep it short, despite the high demand for methodology content.

Mark McCormack, EDUCAUSE (he, him, his): For this year's teaching and learning horizon report, as we have with our last several horizon reports.
Mark McCormack, EDUCAUSE (he, him, his): We used what’s called the Delphi method for identifying the trends and technologies and practices that you’ll see.

In the report, and to give you just a quick description, what we do, through the Delphi method is convene a diverse panel of experts, these are folks.

They really represent a range of professional experiences and perspectives and institutional contacts.

And we have this panel of experts identify and discuss with one another, the things they believe are going to be important to know and think about and plan for for the future.

So they identify all the possible things they can think of across these categories and we have them go through several rounds of voting, so that what happens.

Over the span of a few weeks, as they converge on these final list of things that you'll see in the various sections, as you read through the report.

But what questions do we ask the panelists as we walk them through these exercises, how do we structure and facilitate those discussions and rounds of voting.
Mark McCormack, EDUCAUSE (he, him, his): To give us a specific and validated framework for the types of questions we ask and the types of information we're trying to get from the panel.

Mark McCormack, EDUCAUSE (he, him, his): We adapted some of the tools from the Institute for the future, there are very well known future is forecasting group.

Mark McCormack, EDUCAUSE (he, him, his): that's been doing this kind of work, since I believe the 1960s so using what the Institute for the future calls their steep framework for example we focused the panelists discussion of trends on.

Mark McCormack, EDUCAUSE (he, him, his): The five categories of trends you'll see in a minute social, technological, economic, environmental and political trends and we do that, to help ensure that the panelists discussion of trends is more expansive and it takes in the full range of trends.

Mark McCormack, EDUCAUSE (he, him, his): including those external to higher education as well.

Mark McCormack, EDUCAUSE (he, him, his): Just as an example, so that's a little bit about how we put all of this together, but the most important thing.

Mark McCormack, EDUCAUSE (he, him, his): I want you to know about our methodology is that, through and through from identifying the big ideas at the beginning to synthesizing all the information to writing up the results.

Mark McCormack, EDUCAUSE (he, him, his): On the back end and packaging it together in the form that you see it today, the guiding North star of our work of everything that the educause staff did and putting this report together.
Mark McCormack, EDUCAUSE (he, him, his): was our panel of experts, if our team has faithfully and accurately synthesized and represented in this report the expertise and wisdom that our panel provided, then I think we would have been successful in doing a big part of what we set out to do, for this report.

Mark McCormack, EDUCAUSE (he, him, his): And of course you can read a lot more about methodology which I'm sure you're all excited to do as soon as you get out of this webinar in the report, but with that little bit of background Kathy I will hand the MIC back over to you.

Kathe Pelletier | EDUCAUSE: I think we need to worry about people reading them in a methodology, while we're giving the webinar and not.

Kathe Pelletier | EDUCAUSE: Okay now.

Kathe Pelletier | EDUCAUSE: Participants it's up to you, we are really interested in hearing from you, I will pull up a poll in just a second about.

Kathe Pelletier | EDUCAUSE: Which of these five broad categories of trends that you think is having the big impact the biggest impact on your institutions planning and thinking and remember we've got social, technological, economic, environmental and political and Jason's going to pull up the pole right now.

Kathe Pelletier | EDUCAUSE: Always fun, I know, on the backside you're not able to see the little lines moving back and forth, but always fun to watch right now economic trends, is in the lead and close behind we have technological and social trends.
Kathe Pelletier | EDUCAUSE: got about 80% voting thanks to all for your participation, where keep we're continuing to see votes so we're going to leave it on for just another few seconds.

Kathe Pelletier | EDUCAUSE: Alright, I think we can close the poll now and share with the audience what the results were.

Kathe Pelletier | EDUCAUSE: It looks by and large economic trends was in the lead, clearly a coven has had an impact and we'll talk a little bit about that, throughout the.

Kathe Pelletier | EDUCAUSE: Presentation both on your lives in higher education and the how we approach this year's horizon report interesting to see environmental trends so small and political trends so small as well.

Kathe Pelletier | EDUCAUSE: Yes, do Christopher thanks for reminding folks if you could explain your choices in the chat we'd love to see thanks to those of you who have already.

Kathe Pelletier | EDUCAUSE: done so.

Kathe Pelletier | EDUCAUSE: Okay, I think we can close the poll now.

Kathe Pelletier | EDUCAUSE: Okay we're going to now, but the panelists on hot seats and we're going to move to the trends, as we scan the horizon.
Kathe Pelletier | EDUCAUSE: You know, as as mark described in the methodology we take these broad trends and we start to.

65
00:11:05.700 --> 00:11:21.540
Kathe Pelletier | EDUCAUSE: to explore the signals that are kind of the examples of these trends that are much more concrete and we'd love to hear from the panelists what was the most interesting trend or trends that were identified by the panel and why and we'll start with mark.

66
00:11:24.270 --> 00:11:25.050
Mark McCormack, EDUCAUSE (he, him, his): Sure thanks Kathy.

67
00:11:26.220 --> 00:11:34.980
Mark McCormack, EDUCAUSE (he, him, his): So I I found the economic trends section to be very interesting and I’m not saying that just because Christopher and Malcolm had already selected.

68
00:11:35.430 --> 00:11:51.930
Mark McCormack, EDUCAUSE (he, him, his): The other two trends categories that I was interested in that I was happy to see their economic trends during so well and the Pole, I certainly find it relevant to a lot of the things we've been discovering over the past year and the work we've been doing here at edge because.

69
00:11:52.980 --> 00:12:02.280
Mark McCormack, EDUCAUSE (he, him, his): I think that the horizon panelists discussions on things like higher ED funding and uncertainty around future economic models those discussions really validated.

70
00:12:02.880 --> 00:12:08.700
Mark McCormack, EDUCAUSE (he, him, his): A lot of what we've been hearing from our Members over the past year and we're still hearing, right now, and the chat as I speak.

71
00:12:09.450 --> 00:12:19.080
Mark McCormack, EDUCAUSE (he, him, his): which, of course, probably comes as no surprise to anyone here that budgets are being cut across higher ED we're all being asked to do more with a lot less and.

72
00:12:20.520 --> 00:12:25.020
Mark McCormack, EDUCAUSE (he, him, his): we're just not sure yet how all of this is going to pan out for higher education.

73
00:12:25.530 --> 00:12:32.250
Mark McCormack, EDUCAUSE (he, him, his): In a lot of areas, but that includes uncertainty about how higher ED is going to do in the future, financially.

74
00:12:32.700 --> 00:12:37.830
Mark McCormack, EDUCAUSE (he, him, his): And if we are looking at continued financial constraints, for the foreseeable future.

75
00:12:38.400 --> 00:12:49.770
Mark McCormack, EDUCAUSE (he, him, his): What does that mean for our particular functional areas, what are we going to have to do what solutions are we going to have to come up with to operate more efficiently to do more with less or.

76
00:12:50.370 --> 00:13:05.640
Mark McCormack, EDUCAUSE (he, him, his): To have to influence and to advocate for continued funding and investments in our areas, maybe, especially when our institutions, otherwise are operating through a deficiency mindset, the other item that came up in this economic trends section.

77
00:13:06.660 --> 00:13:11.070
Mark McCormack, EDUCAUSE (he, him, his): That I think is a very important one is this discussion on on the workforce.

78
00:13:12.510 --> 00:13:20.820
Mark McCormack, EDUCAUSE (he, him, his): Think there's a lot of interesting discussion happening out in the broader education Community right now around.

79
00:13:21.210 --> 00:13:30.600
Mark McCormack, EDUCAUSE (he, him, his): What skills are going to be needed in the future, what skills gaps, might we be headed toward and what re skilling or new roles or competencies might be needed in the future.
Mark McCormack, EDUCAUSE (he, him, his): And, of course, already over the past year we're seeing increased engagement and demand for instructional design support, for example.

But I don't know that we're seeing as much evidence, yet that institutions are investing in staff resources or restructuring around some of these support areas that are going to continue to be so important in the future.

So I think it's a conversation that's desperately needed in higher ED and I think it's one that needs to be happening now.

And, before I finish I'll put in a quick plug for edgy causes professional learning team here.

As this is an area workforce, this is an area that is a keen interest to them right now, as well, identifying the core competencies.

that are important to our workforce now and those that are going to become more important in the future and starting to think very strategically and proactively about.

The resources and training and professional development that's going to be needed to support that workforce in the years ahead.

And with that Malcolm over to you.
Malcolm Brown: Thanks very much Mark um so I’d like to start by zooming in on the technological category and, as a first step to take a bit of a longitudinal perspective on things.

00:14:47.070 --> 00:15:00.930
Malcolm Brown: Now, so that somebody that’s helps to illuminate the what is currently there by looking over our shoulders that the past, so if we were to compare the 2020 report with these categories of trends, with the 2021 results.

00:15:01.830 --> 00:15:18.210
Malcolm Brown: What do you think might stand out the question is given how biggest step, there was from 20 2021 given the pandemic and the impact of the pandemic, would you expect that these trends within these categories to change partially very little or dramatically.

00:15:19.290 --> 00:15:28.590
Malcolm Brown: And the thing that I discovered when I actually lined them up, side by side was that two of the three in the social, economic and.

00:15:29.190 --> 00:15:38.460
Malcolm Brown: Environmental categories, the two of the three remain the same, but in the technological category All three were different than 2020 which.

00:15:39.030 --> 00:15:57.180
Malcolm Brown: is not hard to account for given the the impact and scope of the pandemic I like to think of technology has having become a bit of a lifeboat for higher education in order, enabling it to continuous teaching and learning mission in spite of a sudden pandemic that hit us last spring.

00:15:59.520 --> 00:16:08.460
Malcolm Brown: So we encountered a all hands online situation to prevent teaching right from coming to a crashing stop.

00:16:09.180 --> 00:16:14.850
Malcolm Brown: And we needed to reach to all types of technologies that would help us accomplish that.
Malcolm Brown: Witness the advent of zoom and the importance of zoom, which is certainly not at peace of ED tech or not a special base piece of attack, but nonetheless became one of the key stones for moving ahead with things.

Malcolm Brown: We also discovered that this lifeboat that helped us move forward also had its drawbacks, that is to say, it became.

Malcolm Brown: We are coming we're fond of describing or thinking about technology as an enabler.

Malcolm Brown: But also we discovered, it can be at this enabler in the fact that some people did not have access to technology or allow them to fully participate.

Malcolm Brown: and equally and actively participate in things so we discovered kind of the dark side of technology, as we went kind of through that.

Malcolm Brown: We also saw that given this rapid and sudden shift to online that we had to do last spring, that we had to change the way we did faculty development.

Malcolm Brown: Perhaps abandoning some of the face to face interactions that we prize so highly and going to an online approach, so that we could scale up our support efforts in a way that will allow us to accommodate and meet the challenges that we were facing.

Malcolm Brown: And also, I think that a lot of the shift that we saw in the spring, was quantitative certainly that we are now much more dependent on technology and we had been in the past and that we all felt that.
Malcolm Brown: caused us to sacrifice a bit, perhaps in terms of the policy in that moment and we've been trying to re harvest or restore some quality of that as we work ahead.

Malcolm Brown: So those are just some initial observations i'd love to hear about other folks think about the technological shifts from 20 2021 and now i'm going to hand things over to Chris.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Thank you welcome.

D. Christopher Brooks, Ph.D. (EDUCAUSE): So for.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Those who may not know my academic background is in.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Political science so as you can imagine i'm naturally gravitating to the the category of political trends there, but in particular the rise of nationalism.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Really captured my attention this year because of the immediate and perpetual threat that I think nationalism poses for higher education writ large.

D. Christopher Brooks, Ph.D. (EDUCAUSE): There is a totalitarian impulse, I think that undergirds nationalist movements in that they seek to undermine marginalize and ultimately eliminate the other and difference within society.
D. Christopher Brooks, Ph.D. (EDUCAUSE): So such movements are inherently undemocratic and actively anti democratic and democracy is the only political system that allows for the morality of the human condition to be expressed is directly threatened by the rise of nationalism.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Education, especially an education grounded in the liberal arts, I think, is critical to advancing the democratic project.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Beyond the subject knowledge acquired through higher education, education also cultivates critical thinking skills that are necessary for a robust democratic polity to actually function.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And then the simplest terms of the more highly educated public is the stronger the democracy.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Well, nationalism is diametrically opposed to that project and it's singular insistence that only one nation matters and is manifest and it's need to engage an ethnic cleansing and the white Washington historical narratives.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Higher education is the greatest threat to nationalist movements, precisely because it resist those impulses in the pursuit of knowledge, which is why national movements do so much to undermine higher education.

D. Christopher Brooks, Ph.D. (EDUCAUSE): These efforts are manifest in a variety of different ways, some of which may be familiar to those of you in the audience for example disingenuous and cynical free speech campaigns in which nationalist rhetoric six equal time while doing everything in its power to silence opposition.
D. Christopher Brooks, Ph.D. (EDUCAUSE): Exposing faculty for advancing positions that counter nationalist narratives and putting faculty on list to be targeted for harassment and dismissal or even worse.

120
00:19:54.420 --> 00:20:02.010
D. Christopher Brooks, Ph.D. (EDUCAUSE): And attempts to use purse strings as a tool to silence voices shut down initiatives and eliminate entire programs that pose a threat to national narratives.

121
00:20:03.150 --> 00:20:11.880
D. Christopher Brooks, Ph.D. (EDUCAUSE): In these ways undermining higher education is not just a side project for nationalist movements there's a project at the core and necessary for them to be successful.

122
00:20:12.870 --> 00:20:24.060
D. Christopher Brooks, Ph.D. (EDUCAUSE): or close with some comments close my comments by sharing a short passage from the origins of totalitarianism and which aren't sums up nicely, the need for nationalist movements to target and control the life of the mind.

123
00:20:24.720 --> 00:20:31.410
D. Christopher Brooks, Ph.D. (EDUCAUSE): She writes quote intellectual spiritual and artistic initiative is dangerous to totalitarianism.

124
00:20:31.980 --> 00:20:41.430
D. Christopher Brooks, Ph.D. (EDUCAUSE): The consistent persecution of every higher form of intellectual activity by the new mask leader springs from more than their natural resentment against everything that they cannot understand.

125
00:20:42.240 --> 00:20:48.630
D. Christopher Brooks, Ph.D. (EDUCAUSE): Total domination does not allow for free initiative in any field of life for any activity that is not entirely predictable.

126
00:20:49.890 --> 00:20:52.020
D. Christopher Brooks, Ph.D. (EDUCAUSE): And with that i'll pass it back over to Kathy thank.

127
00:20:53.100 --> 00:20:55.350
Kathe Pelletier | EDUCAUSE: Thanks to all of you and.

128
00:20:56.400 --> 00:21:06.090
Kathe Pelletier | EDUCAUSE: that's a lot to digest I know for folks listening and there's still more specific trends, to be learned about and unpacked in the.

129
00:21:06.450 --> 00:21:19.020
Kathe Pelletier | EDUCAUSE: horizon report so feel free to go back to the report and read more as you as you like okay we're going to move on to technologies and practices now and we have another poll for the audience and.

130
00:21:19.710 --> 00:21:30.660
Kathe Pelletier | EDUCAUSE: This time we're going to be looking toward the future so we're hoping that, in the poll, you can share which technologies and practices you think will have the greatest impact on higher ED in the next few years.

131
00:21:31.440 --> 00:21:40.020
Kathe Pelletier | EDUCAUSE: So if we could pull up the pole our choices are artificial intelligence blended and hybrid course models learning analytics micro credentialing.

132
00:21:40.350 --> 00:21:48.540
Kathe Pelletier | EDUCAUSE: Open educational resources and quality online learning and again if you could share your choice your your rationale for your choice in the chat.

133
00:22:04.110 --> 00:22:06.060
Kathe Pelletier | EDUCAUSE: Probably shouldn't tell you what's in the lead.

134
00:22:08.010 --> 00:22:09.480
Kathe Pelletier | EDUCAUSE: But I bet you can all guess.

135
00:22:15.270 --> 00:22:17.040
Kathe Pelletier | EDUCAUSE: Hello it's still fun to watch.
Kathe Pelletier | EDUCAUSE: we've got about 80% voting so we'll give just another few seconds.

Kathe Pelletier | EDUCAUSE: yeah It is interesting, a few of you have noted that it's hard to select just one.

Kathe Pelletier | EDUCAUSE: All right, why don't we close the poll and share results with participants.

Kathe Pelletier | EDUCAUSE: blended in hybrid course models was new to the list this year and clearly impactful as we.

Kathe Pelletier | EDUCAUSE: endeavoured, through the pandemic and certainly has made a stamp on what we've been doing in higher ED and likely will have an impact in the future so again we're going to.

Kathe Pelletier | EDUCAUSE: Go back to our panelists to talk a bit more about the technologies and practices that they found most interesting and Let me close my poll here, so I can see all of you again.

Kathe Pelletier | EDUCAUSE: All right.

Kathe Pelletier | EDUCAUSE: Okay, so this time a similar question to the panel, we were going to ask folks to respond.

Kathe Pelletier | EDUCAUSE: To address which technology or practice stands out as the most promising for affecting positive change in higher education and why, and this time we'll start with Malcolm.
Malcolm Brown: Thanks Kathy.

Malcolm Brown: So I'm going to be a bit of a troublemaker and just really want to use these three minutes to pose a question, it was interesting to me to observe the results of the poll, which had AI next to last.

Malcolm Brown: In that poll, which is interesting now, I assume, everyone has been reading about AI and its advances and its issues and vicissitudes and things like that.

Malcolm Brown: So what I'd like to do today is to draw from the research that we did with the panel and looking at these things and understand how higher education teaching learning is looking at artificial intelligence right now.

Malcolm Brown: And sort of the bottom line is, I think one is just getting started and there's a lot of ambivalence about it.

Malcolm Brown: So when I stack up know you see in the box on the left side of your screen this dimensional what we call this dimensional analysis that we asked the panel to perform for each of the six.

Malcolm Brown: To say estimate, you know what's the cost impact what's the receptionist and things like that.

Malcolm Brown: When you stack them all six together put them into a matrix like a small spreadsheet you find that in every category AI came in sort of dead last that is most negative that it was assumed to have the biggest cost.
Malcolm Brown: The highest risk to have the lowest promise for equity and inclusion and so on and so forth dead last in every category.

Malcolm Brown: And again, that is, one first indicator indicator that I think it's very clear that it was some trepidation that we're looking to this brave new future in which artificial intelligence will be coming on to our stage of teaching and learning.

Malcolm Brown: Another way of trying to illustrate this ambivalence the sense of how the panel viewed or views Ai would be to read some of the open comments we asked him to make when we asked them to do this dimensional analysis.

Malcolm Brown: On the topic of when a I will become somewhat of an important thing in teaching learning higher education.

Malcolm Brown: One panelists said, the issue of Ai isn't if, but when expect 10 to 20 years before it becomes anything significant.

Malcolm Brown: Another panelists wrote Ai will continue to over promise and under deliver for some time.

Malcolm Brown: In with respect to personalization of education one panel is for Ai will allow for scale it may break the iron triangle of cost quality and access that many distance education providers face.

Malcolm Brown: But another road Ai improves the perception of personalization but it decreases actual personalization.
Malcolm Brown: But another road AI will be important for personalization of education.

Malcolm Brown: Some of the panelists called attention to the importance of literacy in our reception of artificial intelligence, that is going to be important for us as.

Malcolm Brown: staff members and institutions for our faculty and our learners to be coached in a way to critically receive what AI provide so that we can.

Malcolm Brown: separate the wheat from the chaff, obviously there's a real concern about bias one wrote the adoption of AI and teaching and learning raises red flags in the area of equity and inclusion no surprise there.

Malcolm Brown: Another panelists what is interesting comment, we need to be very careful to understand how third party software providers are building AI into their systems.

Malcolm Brown: and finding this last comment, which I think kind of summarizes it all, two things i've noted about artificial intelligence it's artificial and not very intelligent so with that Chris i'm going to turn it over to you.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And here I am chuckling at that.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Thank you welcome.
D. Christopher Brooks, Ph.D. (EDUCAUSE): So I decided that I was going to take on the blended in hybrid course models and settled on this mostly because I, in my estimation, they are the technology and practice from our list.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Whose efficacy is most supported by empirical research and the adoption of new teaching and learning practices, especially with technology should be supported by empirical research.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And indeed, I think instructors would agree with us in previous research educause has found that the number one thing that faculty said that would.

D. Christopher Brooks, Ph.D. (EDUCAUSE): That they required in order to adopt the new technology or practice into their teaching is evidence of the impact of that new technology on improving student learning.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And I couldn't agree with the more you should be thinking in those particular terms but here's The thing is that we actually have evidence on the efficacy of blended in hybrid course models.

D. Christopher Brooks, Ph.D. (EDUCAUSE): In 2009 Barbara means and her team published a Department of Education Meta analysis.

D. Christopher Brooks, Ph.D. (EDUCAUSE): In which they found not only the online and face to face learning produced equivalent outcomes for students.

D. Christopher Brooks, Ph.D. (EDUCAUSE): They also found that blended learning actually produce superior results to either online or face to face by themselves, and this was chalked up in part due to increase time on task.
D. Christopher Brooks, Ph.D. (EDUCAUSE): or years later, in 2013 means that her team again found evidence of blended learning outperforming face to face learning and yet another Meta analysis.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And they found that the studies that they included in their work used blended learning using blended learning also tended to involve additional learning time instructional resources and course elements that encourage interactions among learners.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And another example in 2014 the University of Minnesota found that chemistry students taking a blended course in a flipped active learning classroom that only met face to face one time per week.

D. Christopher Brooks, Ph.D. (EDUCAUSE): outperformed or did, as well as students in a lecture based course offered in a theater style lecture hall with face to face interaction three times per week.

D. Christopher Brooks, Ph.D. (EDUCAUSE): And there are a host of other stories that we can point to demonstrate that blended and hybrid course models are not only effective, but may in fact produce superior results to their online and face to face counterparts.

D. Christopher Brooks, Ph.D. (EDUCAUSE): So why haven't we seen a full uptake on blended and hybrid course models to date.

D. Christopher Brooks, Ph.D. (EDUCAUSE): Well, I think the biggest evidence or the biggest obstacles that we observed in educause research was a lack of time to learn how to use the new technologies or to implement the new practices.
D. Christopher Brooks, Ph.D. (EDUCAUSE): That is until this last year.

185
00:29:52.800 --> 00:30:03.510
D. Christopher Brooks, Ph.D. (EDUCAUSE): The pandemic has proved to be a catalyst, I think, for instructors working with instructional designers instructional technologist and other tech teaching and learning professionals to learn how to teach their courses online this last year.

186
00:30:04.500 --> 00:30:12.810
D. Christopher Brooks, Ph.D. (EDUCAUSE): And I think there's some optimism to think that when faculty returned to their physical classrooms hopefully next fall that they simply won't revert back to the business as usual.

187
00:30:13.290 --> 00:30:23.400
D. Christopher Brooks, Ph.D. (EDUCAUSE): they've now had a taste of online learning and those expectations are and those experiences that they've had can and do impact their preferences and their approaches to how they teach their courses.

188
00:30:24.000 --> 00:30:38.760
D. Christopher Brooks, Ph.D. (EDUCAUSE): So I think it's entirely possible plausible excuse me that learning that the learning objects that they created the practices that they learned and the approaches implemented in response to the pandemic can and will shape teaching and learning for many years to come.

189
00:30:39.780 --> 00:30:43.710
D. Christopher Brooks, Ph.D. (EDUCAUSE): And with that i'll hand it over to mark who's going to talk about quality online learning.

190
00:30:47.190 --> 00:30:48.450
Mark McCormack, EDUCAUSE (he, him, his): Thank you, Christopher.

191
00:30:50.100 --> 00:30:59.760
Mark McCormack, EDUCAUSE (he, him, his): So quality online learning stood out to me, I think, just because we've been seeing so much energy around this topic.
Mark McCormack, EDUCAUSE (he, him, his): That the past year, so a little over a year ago.

Mark McCormack, EDUCAUSE (he, him, his): educause review published an article titled the difference between emergency remote teaching an online learning and all.

Mark McCormack, EDUCAUSE (he, him, his): His link to that article in the chat there you go.

Mark McCormack, EDUCAUSE (he, him, his): As of a few weeks ago, this article was approaching half a million page views on our website.

Mark McCormack, EDUCAUSE (he, him, his): And it is the highest number of pages for anything edgy causes published and consistently week after week, it is the or one of the heaviest traffic.

Mark McCormack, EDUCAUSE (he, him, his): Resources or pieces of content on the website and that's true as of this past week.

Mark McCormack, EDUCAUSE (he, him, his): Even but I mentioned this, to help make the point that this has been over the past year and I think will continue to be.

Mark McCormack, EDUCAUSE (he, him, his): A critical area for institutions in their planning and investing for the future and it's it's funny to think that.

Mark McCormack, EDUCAUSE (he, him, his): This is a category that didn't exist in last year's horizon report, which was put together an unpublished just prior to the outbreak of the pandemic and.
Mark McCormack, EDUCAUSE (he, him, his): So, suddenly, right after last year’s report was published, thousands of courses were shifted online, and we all felt this distance between.

Mark McCormack, EDUCAUSE (he, him, his): What was a crisis emergency mode of suddenly having to teach online and what so many of us already knew online learning could be and it’s most deliver it well conceived forms, so I think this has been a big learning area for all of us over the past year and will continue to be.

Mark McCormack, EDUCAUSE (he, him, his): In one of the quick poll surveys, we did last fall, we saw that a lot of schools spend their summer months last year planning preparing and.

Mark McCormack, EDUCAUSE (he, him, his): investing a lot of time and energy into improving the use of instructional tools and improving online teaching an online course design and we also saw.

Mark McCormack, EDUCAUSE (he, him, his): Evidence in that same survey that the time and energy devoted to improving practices in those areas was paying off that the folks in the survey said that they felt it was making a positive difference and they felt better prepared for the fall than they had been in the spring.

Mark McCormack, EDUCAUSE (he, him, his): And I, I think, to the extent that institutions continue to offer online modes of teaching and learning will continue to see positive results from keeping this focus on investing in and improving the quality of that online learning and with that Kathy back over to you.

Kathe Pelletier | EDUCAUSE: Okay, with that now we're going to move into the scenario section.
Kathe Pelletier | EDUCAUSE: And before we go there, we want to ask to kind of set you up to absorb the discussion around scenarios we'd like you to share.

209
00:33:50.430 --> 00:34:03.630
Kathe Pelletier | EDUCAUSE: Your general orientation toward the future with respect to higher ED and you can choose optimistic neutral realistic or pessimistic, and after you go to the pole if you could explain your choice again in the chat.

210
00:34:20.760 --> 00:34:24.900
Kathe Pelletier | EDUCAUSE: boats are coming in strong here we've got a couple that are.

211
00:34:25.950 --> 00:34:26.970
Kathe Pelletier | EDUCAUSE: neck and neck.

212
00:34:30.480 --> 00:34:47.370
Kathe Pelletier | EDUCAUSE: I think we can go ahead and close the poll we've got a pretty representative sample so realistic effects ahead by just a few percentage points which is interesting and, in some ways, pretty hopeful, given the year that we've all had.

213
00:34:48.810 --> 00:35:57.930
Kathe Pelletier | EDUCAUSE: we'd love to hear again more of your rationale in the chat but as we go on i'm going to explain a little bit more about why we asked that question.

214
00:35:09.730 --> 00:35:09.120
Kathe Pelletier | EDUCAUSE: Okay, I think we can go to the next slide and we're going to talk about scenario, so the thing about these scenarios is that.

215
00:35:09.780 --> 00:35:26.070
Kathe Pelletier | EDUCAUSE: we're not making predictions with the horizon report and that's something that I will talk about a little bit more later and so it's it's something that will kind of continue to reinforce but are the methodology, which is the super exciting section at the beginning of the horizon report.

216
00:35:27.150 --> 00:35:34.110
Kathe Pelletier | EDUCAUSE: Talks a bit about the purpose for these scenarios which is to allow for flexibility and.

217
00:35:34.740 --> 00:35:42.930
Kathe Pelletier | EDUCAUSE: nimbleness as we come upon the future which none of us can predict, and so the way that we look at these scenarios is to think of them.

218
00:35:43.560 --> 00:35:58.590
Kathe Pelletier | EDUCAUSE: As a growth scenario a constraint scenario so gross might be the optimism constraint might be the realism, we have a collapse scenario, which is a pessimism and transformation.

219
00:35:59.730 --> 00:36:02.580
Kathe Pelletier | EDUCAUSE: which might be another one of those options as well, so.

220
00:36:03.810 --> 00:36:20.790
Kathe Pelletier | EDUCAUSE: And we didn't just make these up out of the blue either I love Christopher often talks about these as not fiction or science fiction, and the reason that they're science fiction, is that they're based on rules and based on very clear kind of.

221
00:36:21.870 --> 00:36:27.750
Kathe Pelletier | EDUCAUSE: I want to say boundaries and the way that we we have developed these scenarios and they serve.

222
00:36:29.520 --> 00:36:41.100
Kathe Pelletier | EDUCAUSE: As I mentioned before the purpose to allow your institution higher education collectively to have greater information and multiple scenarios to plan from as we look to the future.

223
00:36:43.380 --> 00:36:50.400
Kathe Pelletier | EDUCAUSE: But I don't want to take the wind out of everybody's sales here because we're going to ask the panelists I got really excited so we're going to ask the panelists to kind of.

224
00:36:51.090 --> 00:36:58.710
Malcolm Brown: Thanks Kathy.

Malcolm Brown: Yeah I'd love to you know I've been associated with the production of the horizon report, ever since its inception in 2003.

Malcolm Brown: And I think that the scenarios are one of the gems of the new methodology of the horizon report, we often focus on the trends trends and the technologies and practices and with reason.

Malcolm Brown: But I do think these scenarios are really, really valuable part of the rise me important I'm here to try to persuade you to be have that opinion.

Malcolm Brown: I kind of think of these four categories that Kathy was just describing as I call them scenario archetypes they cover the best and the worst.

Malcolm Brown: Possible outcomes, with two steps of radiation in between the purpose and value of working with these scenarios can be seen by using a metaphor of the wind tunnel, which is us off and by the Institute for the future.

Malcolm Brown: As well the wind tunnel provides an opportunity to test the robustness of an aircraft design.

Malcolm Brown: By taking a model of the of the design and putting it in conditions where you can subject it to a different wind directions and velocity.
Malcolm Brown: These horizon report scenarios are like those different philosophies and directions, allowing us to see how well the future plan for institution might whether a variety of circumstances.

Malcolm Brown: This kind of exercise doesn't need to be confined to the institutional level individual work groups and Campus organizations can do this exercise as well.

Malcolm Brown: So, if you allow me to invent our verb when we quote wind tunnel our plans for the future it should result in more robust plans that can respond to a variety of circumstances.

Malcolm Brown: And this is certainly better than focusing our attention on a prediction that may or may not come true by tying our future plans to a prediction is a bit like doing the wind tunnel exercise of our motto of the aircraft, but subjecting the model to only one velocity and direction.

Malcolm Brown: it's fine if the aircraft when it finally is built and flies is subjected to only one type of wind velocity and direction but usually that's not the case.

Malcolm Brown: So if we don't want our institutions to crash, so to speak, then we are better off when telling our plans to see just how well they will hold up under a variety of circumstances and futures.

Malcolm Brown: A second way, I think that the scenarios are valuable is that if you go through them and read them carefully you'll find suggestions of things that you might want to consider adding to your own future planning, let me give you an example.
Malcolm Brown: So in the growth scenario we read about the continuing low numbers of international students and how institutions attempted to compensate by moving beyond the awarding of three degrees leveraging micro credentials, so you could ask.

241
00:39:43.950 --> 00:39:52.710
Malcolm Brown: Perhaps your institution that's already doing it, maybe you should do more of it, maybe we should do more robustly and more aggressively and if it's not doing perhaps that's an option for the future.

242
00:39:53.670 --> 00:40:00.810
Malcolm Brown: Let me just give another example in the constraints scenario we read about two types of institutional responses to the circumstances.

243
00:40:02.280 --> 00:40:13.650
Malcolm Brown: That is the first type decides to quote achieve stability by sustaining traditional modes of post secondary education cornering the market on prestige and status, unquote.

244
00:40:14.670 --> 00:40:21.690
Malcolm Brown: One way this plays out for these institutions is that it does a lot for a does a little for a few and unless for others.

245
00:40:22.410 --> 00:40:32.850
Malcolm Brown: But a second type of institution described in scenario deliberately makes a trade by saving saving by investing in efficiencies and course delivery and operations.

246
00:40:33.240 --> 00:40:39.540
Malcolm Brown: In order to be able to quote explore innovations, where the enable access to education for non traditional learners.

247
00:40:39.930 --> 00:40:43.920
Malcolm Brown: and institutional access to non traditional sources of support and stability.

248
00:40:44.280 --> 00:40:58.470
Malcolm Brown: So it becomes an area where you can go fishing, so to speak, for ideas about your own future planning and seeing whether you can incorporate some of the ideas and these are fictional accounts what actually have a role in your future plans all right, Chris over to you.

00:40:59.970 --> 00:41:00.990
Thank you, Malcolm.

00:41:02.430 --> 00:41:03.090
D. Christopher Brooks, Ph.D. (EDUCAUSE): Malcolm noted.

00:41:03.180 --> 00:41:11.790
D. Christopher Brooks, Ph.D. (EDUCAUSE): You know what we present in the horizon report are really for future scenarios that comport to those four archetypes that you can see, on your screen there and that we've already discussed.

00:41:12.780 --> 00:41:22.470
D. Christopher Brooks, Ph.D. (EDUCAUSE): And it really is important to remember that they are made up, they are forecasts of possible futures a decade out from now and that's sort of one of the parameters that we put on ourselves.

00:41:22.860 --> 00:41:29.010
D. Christopher Brooks, Ph.D. (EDUCAUSE): As we write these but it's also important to keep in mind that, while they are fictionalized accounts of the future and here's where we're.

00:41:29.550 --> 00:41:35.130
D. Christopher Brooks, Ph.D. (EDUCAUSE): Going with Kathy had said earlier, they are science fiction accounts of the future grounded in the data that we've collected.

00:41:35.460 --> 00:41:43.170
D. Christopher Brooks, Ph.D. (EDUCAUSE): For this project and have a set of rules that must be followed for them to actually be effective in what they are trying to set out to do.
So in this ways the trends, the technologies and the practices we identified in our were identified by our panelists serve as the raw data that.

That we have available to us to construct these scenarios and we are limited to only using those pieces of data and evidence to construct those narratives.

Within those scenario archetypes themselves, there are also other rules that must be followed, as we construct them.

The definition of each archetype constrains what is possible within each particular scenario.

The scenarios should also be internally consistent and logical in what is produced and make a coherent narrative from top to bottom.

And there can also be no sort of magic no technological silver bullets know moralizing picking favorites.

naive copying of other social or have other science fiction tropes and know kumbaya moments, where every suddenly everyone has to arrive at a point of agreeing in order to resolve the issues that we lay out there.

working within these rules, we can then allow ourselves to be really optimistic, as in the growth model or really go to some really, really dark places as we do with the collapse scenarios.
D. Christopher Brooks, Ph.D. (EDUCAUSE): But embracing the opportunity to engage with the scenarios that we have written, we think that the reader can find some inspiration.

00:42:57.900 --> 00:43:07.020
D. Christopher Brooks, Ph.D. (EDUCAUSE): and actually be empowered to engage with any number of possible futures that may be on their horizons and I will iterate that the four presented here are not meant to be exhaustive at all.

00:43:07.860 --> 00:43:12.690
D. Christopher Brooks, Ph.D. (EDUCAUSE): Indeed, perhaps the only sort of cardinal directions that you can use as a starting point to.

00:43:13.080 --> 00:43:24.930
D. Christopher Brooks, Ph.D. (EDUCAUSE): for higher education leaders everywhere to begin considering the possible futures for their institutions and their organizations and units, so that they can build out the room plan of action to realize, or perhaps even avoid what may be coming down the Pike.

00:43:26.010 --> 00:43:34.860
D. Christopher Brooks, Ph.D. (EDUCAUSE): Just Lastly, as a minor editorial comment on these as a researcher who has been doing this kind of work for going on 13 years now.

00:43:35.460 --> 00:43:41.880
D. Christopher Brooks, Ph.D. (EDUCAUSE): I would say that these are probably some of the most difficult things that I have ever had to work with in terms of authoring and thinking through.

00:43:42.210 --> 00:43:48.570
D. Christopher Brooks, Ph.D. (EDUCAUSE): But they also end up being some of the most rewarding because, when the final product is done, they become really powerful statements.

00:43:49.140 --> 00:43:58.110
D. Christopher Brooks, Ph.D. (EDUCAUSE): That draw upon the evidence that we have and forced us into a different way of thinking that we might not otherwise be comfortable with with that i'm going to pass it over to mark.
Mark McCormack, EDUCAUSE (he, him, his): Thanks Chris for and and.

I think others have have pretty well covered.

The purpose of these scenarios and how they were put together i'll just add that I think.

that some of us in a way, have been forced to practice this kind of forecasting and planning over the past year through the pandemic.

And if there's a consistent thread that has come up time and time again over the past year, and all of our quick polling and.

Member feedback it's the uncertainty of it all just not knowing with much confidence exactly what the months ahead are going to look like and so.

we've we've actually been forced into this position of having to plan and prepare for multiple different scenarios are possibilities and I think if we can take.

That and apply the same kind of flexible open forecasting to our work more generally and longer term, not just in crisis mode, I wonder what that would do to our ongoing planning and our sense of being ready and being able to adapt whenever we have to again in the future.
Mark McCormack, EDUCAUSE (he, him, his): So I guess what I would hope readers would do with an exercise like this, and the report is not to pick out your favorite scenario and.

Mark McCormack, EDUCAUSE (he, him, his): You know you selected the item in that poll okay i’m more of an optimistic person or or to be too narrow and building expectations.

Mark McCormack, EDUCAUSE (he, him, his): Based on what you personally believe is most likely to happen, but that you would step back and take it all in together across all of these scenarios and think about how.

Mark McCormack, EDUCAUSE (he, him, his): All of these things in some shape or form could happen, and what are we going to do today to plan and prepare and enable ourselves to be flexible and adaptive for whatever future we may be headed into.

Mark McCormack, EDUCAUSE (he, him, his): So Kathy i’ll hand it back over to you.

Kathe Pelletier | EDUCAUSE: Alright, so i’m going to close off with just a few comments on the implication section, where we asked five of our panelists to essentially answer the question, what do we do now so looking at all the data and all of the input from the panel, where do we go from here.

Kathe Pelletier | EDUCAUSE: And i’ll share with you a couple things first the diversity of the panel, so we really try to reflect the international aspect of of our panel and these implication essays So you can see, we have an essay from.

Kathe Pelletier | EDUCAUSE: Representing the australasian higher ED South African higher ED Turkish higher ED and then two from the United States, one representing Community colleges.
Kathe Pelletier | EDUCAUSE: And one representing us public doctoral institutions, and we know that that's not.

Kathe Pelletier | EDUCAUSE: Comprehensive, but it is a flavor again a kind of a cardinal direction, so to speak, as as we described before with the scenarios, and so I wanted to share with you a couple things one is.

Kathe Pelletier | EDUCAUSE: What was exciting to me and the implications essay and the second thing that you know, maybe aspects of this work, that we can or should approach with either trepidation or caution so to start.

Kathe Pelletier | EDUCAUSE: What what excited me and the thing that i'm going to share is less about a particular topic or idea that came out in this in these implications essays tho tho those that did surface, I think, are certainly worth.

Kathe Pelletier | EDUCAUSE: chewing on a bit, but it's more that there were so much similarity across the essays we found themes like collaboration and flexibility.

Kathe Pelletier | EDUCAUSE: In addressing the inequities that were further brought into relief, with a pandemic open learning ecologies and new pedagogical blends and questions about funding and.

Kathe Pelletier | EDUCAUSE: it's it's somehow reassuring, especially in this time where we see so much division that institutions globally are really grappling with some of the same challenges and finding the same potential opportunities and.
Kathe Pelletier | EDUCAUSE: This observation I really like what Christopher said earlier that this you know it's not about finding the kumbaya and kind of just going with that and that that's not what this observation is intended to be.

Kathe Pelletier | EDUCAUSE: But it does show how interconnected, we really are globally and the potential to see collaboration, as we, as we collectively plan for the future.

Kathe Pelletier | EDUCAUSE: Together with our neighbors whether they're in the next town over or across the world, so that was that was what I wanted to call out as something that was exciting in terms of the.

Kathe Pelletier | EDUCAUSE: The themes from these essays that I thought we might approach with some caution are looking ahead, it feels like.

Kathe Pelletier | EDUCAUSE: This year's horizon report and, in many ways, are all of the horizon reports.

Kathe Pelletier | EDUCAUSE: really are just the tip of the iceberg, in terms of the complexity of the work that we need to do to address the trends and leverage the technologies and practices that are.

Kathe Pelletier | EDUCAUSE: That seemed to be promising and we must interrogate our part in the social and racial inequities and consider the role that we can play as as Carlos said so eloquently several times in the chat that we don't just go back to the way we were because it's hard.

Kathe Pelletier | EDUCAUSE: And we need to investigate and promote and follow through on and test and fail and try again all of those.
Kathe Pelletier | EDUCAUSE: practices and technologies and solutions that aren’t just band AIDS, and we must also consider the risks and implications, specifically in collecting the.

304
00:49:30.870 --> 00:49:49.410
Kathe Pelletier | EDUCAUSE: ever growing amounts of data that we now have access to and and approach those data with an equity minded perspective and a desire to ensure transparency and privacy and and from an ethical vantage point for our students and so.

305
00:49:50.520 --> 00:49:59.670
Kathe Pelletier | EDUCAUSE: Essentially, even though we might have a sense of the what we might advance in the future, we really have a lot of hard work to do in terms of the how.

306
00:50:00.600 --> 00:50:15.000
Kathe Pelletier | EDUCAUSE: And finally, as mark mentioned earlier it’s critical and as we’ve said, I think all of us have said this that it’s critical to remember that their horizon reports not intended to serve as a profit or prognostication device, but really serves as a jumping off point.

307
00:50:16.050 --> 00:50:19.230
Kathe Pelletier | EDUCAUSE: And for conversations around strategy and planning.

308
00:50:19.650 --> 00:50:32.880
Kathe Pelletier | EDUCAUSE: And so, as you engage with the report and your own planning we’d love to hear from you about how you’ve approached scenario planning or leveraged your colleagues wisdom from across the higher ED community, so that we can keep that conversation and collaboration going.

309
00:50:33.900 --> 00:50:38.430
Kathe Pelletier | EDUCAUSE: And with that we have, we do have a few minutes to take your questions and.

310
00:50:39.150 --> 00:50:45.270
Kathe Pelletier | EDUCAUSE: We have collected several of them from the chat already so i’m just going to take a peek over here and.

311
00:50:45.690 --> 00:50:58.200
Kathe Pelletier | EDUCAUSE: see what surfaces and we we may be able to get to all of them, but we have a good problem to have good problem to have, which is there are probably more than we can answer and in one session today so.

00:50:59.940 --> 00:51:11.490
Kathe Pelletier | EDUCAUSE: I think i'd love to ask the question that frank posted about the ethical dimension implementing Ai for education and teaching.

00:51:12.780 --> 00:51:27.360
Kathe Pelletier | EDUCAUSE: And the question is there might be some opportunities there might be quite some opportunities, but are they ethical from a student's perspective Is this something that the panel can address based on the input from our horizon report.

00:51:30.030 --> 00:51:38.970
Malcolm Brown: Well okay i'll just plunge in here, I was a little bit surprised at how much hesitancy or ambivalence there was on the part of the panel about.

00:51:39.510 --> 00:51:47.430
Malcolm Brown: A I don't think Ai is nearly as far away, I wouldn't think it's as far away and it comes down to how we how we do it, I thought, one of the.

00:51:47.820 --> 00:51:54.870
Malcolm Brown: most useful comments that I just read was that we need to watch very carefully the suppliers our technology and how they are doing, Ai.

00:51:55.110 --> 00:52:02.730
Malcolm Brown: Do we really feel that they have freedom of bias, so that it really doesn't pose any barriers to equity have access and things of that sort.

00:52:03.210 --> 00:52:12.090
Malcolm Brown: So I think, as we go forward with Ai we have a responsibility to think very carefully about our practices, but also bought our technologies and who is applying them to make sure.
Malcolm Brown: That we're doing the best we can buy that technology, because if we can do that it has huge potential I think for education.

00:52:20.820 --> 00:52:22.650
D. Christopher Brooks, Ph.D. (EDUCAUSE): I would step in and.

00:52:23.910 --> 00:52:25.860
D. Christopher Brooks, Ph.D. (EDUCAUSE): agree with Malcolm that.

00:52:27.510 --> 00:52:34.710
D. Christopher Brooks, Ph.D. (EDUCAUSE): Step big if I think that we have to confront in some form or fashion, before we really see the uptake of AI be meaningful.

00:52:35.520 --> 00:52:45.750
D. Christopher Brooks, Ph.D. (EDUCAUSE): And also, to be fair, equitable to in the space of students, I keep coming back to Sophia Nobles or at least I'm reminded of you know Nobles.

00:52:46.380 --> 00:52:53.730
D. Christopher Brooks, Ph.D. (EDUCAUSE): Book algorithms of oppression which sort of gets fed that the notion that the algorithms that we bake into the systems that we create.

00:52:54.090 --> 00:53:01.710
D. Christopher Brooks, Ph.D. (EDUCAUSE): Have baked into them the biases the cultural biases and so forth, that the programmers have themselves and and perhaps the biases that.

00:53:02.040 --> 00:53:12.570
D. Christopher Brooks, Ph.D. (EDUCAUSE): Whatever the the corporation or the or the entity is that is program programming programming them and then that way, I think we have a long way to go before we have.

00:53:13.680 --> 00:53:19.950
D. Christopher Brooks, Ph.D. (EDUCAUSE): An AI that is really free of bias, or at least has bias limited in such a way that it can be.
D. Christopher Brooks, Ph.D. (EDUCAUSE): Useful without being harmful that makes sense yeah.

Kathe Pelletier | EDUCAUSE: Great Thank you um there were a couple questions around the future of synchronous or live online meetings and as well as the kind of general use of video conferencing, whether it's guest lectures or other practices.

Kathe Pelletier | EDUCAUSE: And while we're not in the business of predicting i'm wondering if the panel has any views on, you know as we gather data from the horizon report how might you speak to that.

Malcolm Brown: i'll just mention something that struck me as you know, we issued the call for example, our projects to illustrate the sits and we were very gratified to receive a record number of submissions 255 which was really awesome.

Malcolm Brown: And a couple of things to us one thing really stood out to me is that some like University of Florida and bentley.

Malcolm Brown: have invested a lot of their resources into equipping their classrooms to be handled this next motor hybrid course models.

Malcolm Brown: So I think you have some schools anyway, placing a bet and one that I think is warranted that this type of hybrid course model that has been.

Malcolm Brown: we've developed over the past months, out of the kind of the emergency need to do it, given the pandemic will be with us do as we emerged from the pandemic and move forward.
Mark McCormack, EDUCAUSE (he, him, his): Hopefully this isn’t too tangential to the question, but I just want to add in a plug here.

Mark McCormack, EDUCAUSE (he, him, his): edge, because over the last couple years has been doing a lot of work with HP looking at xr technologies as they’re implemented across campuses and.

Mark McCormack, EDUCAUSE (he, him, his): With the pandemic we’ve seen some interesting applications of some of these technologies from students, I think it was Columbia recreating the campus in minecraft so the students can still gather together and meet.

Mark McCormack, EDUCAUSE (he, him, his): Live quote unquote in person in minecraft or using solutions like frame vr to host Var meetings live vr meetings in a virtual environment.

Mark McCormack, EDUCAUSE (he, him, his): So I, and I know xr didn’t really come up much in in this horizon report in the painless discussions but.

Mark McCormack, EDUCAUSE (he, him, his): I do.

Mark McCormack, EDUCAUSE (he, him, his): Get pretty excited about some of the applications there, and some of the possibilities for the future with with xr technologies.

Kathe Pelletier | EDUCAUSE: Great hey i’m going to go out on a limb and mash up three questions that are have some overlap, but so forgive me folks in the audience, if I am.
Kathe Pelletier | EDUCAUSE: mangling your question that’s not my intention i’m just trying to use as much time as we can to ask answer your question so.

345
00:56:14.520 --> 00:56:19.650
Kathe Pelletier | EDUCAUSE: This is kind of the scenario framing here panelists as i’m putting you these questions.

346
00:56:20.460 --> 00:56:32.070
Kathe Pelletier | EDUCAUSE: We have a question about things like second life informal learning mobile learning from TIM, and the question, there is, how do we present, how do we kind of prevent that.

347
00:56:32.670 --> 00:56:37.710
Kathe Pelletier | EDUCAUSE: You know crash and burn of something with promise that ends up not really being fully adopted.

348
00:56:38.250 --> 00:56:51.660
Kathe Pelletier | EDUCAUSE: And alongside that donny asked about how we keep momentum going for technology use that is meaningful to learning and what can we take away from this past year and then i’ll add to that Carlos is.

349
00:56:52.320 --> 00:57:04.200
Kathe Pelletier | EDUCAUSE: Wonderful comments about closing equity gaps and not returning to the way things were and being mindful of kind of the habit of higher education to.

350
00:57:04.740 --> 00:57:20.520
Kathe Pelletier | EDUCAUSE: lean on our the the dominant white culture and and lose out on the multiplicity of voices in there, so we’ve got you know the the crash and burn the sustaining momentum and not returning to the way things were and almost kind of doing that hard reset.

351
00:57:23.370 --> 00:57:24.270
Mark McCormack, EDUCAUSE (he, him, his): Well, I would say, oh.

352
00:57:24.570 --> 00:57:25.470
Malcolm Brown: boy well.
Malcolm Brown: As they're all bad and in like 30 seconds right, I think, well, I think a lot of it is just making sure that you're clear on what are your values and your mission and your teaching and learning.

Malcolm Brown: endeavors that your institution, what are you trying to accomplish what are your goals and one thing too about technology.

Malcolm Brown: As I just put it in the chat you know some ways we can guarantee the quality of, say, Ai whatever it might be is by investing in ourselves, we certainly have done in the past as a Community, and we continue to do it.

Malcolm Brown: So that would be one way forward in terms of one trying to prevent the crash and burn but also to make sure that the technology and what we wanted to do is to invent it ourselves.

Mark McCormack, EDUCAUSE (he, him, his): Oh.

Mark McCormack, EDUCAUSE (he, him, his): i'll jump on the.

Mark McCormack, EDUCAUSE (he, him, his): Momentum question and with.

Mark McCormack, EDUCAUSE (he, him, his): somewhat of a crass response and say we need staff and money.
Mark McCormack, EDUCAUSE (he, him, his): And, and I, I say that to highlight actually a really serious and persistent issue that's come up.

00:58:28.380 --> 00:58:29.670
Mark McCormack, EDUCAUSE (he, him, his): Over the past year, and that is.

00:58:30.930 --> 00:58:38.520
Mark McCormack, EDUCAUSE (he, him, his): The staff and leadership are tired they're they're overextended they're overworked they're being called upon to do a lot more with a lot less.

00:58:39.630 --> 00:58:40.650
Mark McCormack, EDUCAUSE (he, him, his): And I think for.

00:58:42.120 --> 00:58:51.420
Mark McCormack, EDUCAUSE (he, him, his): Some of these new supports and services to be truly sustainable institutions are going to have to make some hard decisions about investing resources and.

00:58:53.700 --> 00:59:00.210
Mark McCormack, EDUCAUSE (he, him, his): Reinforcing the staff so that they can continue to support their institutions at the level that they need to support them.

00:59:03.510 --> 00:59:04.440
D. Christopher Brooks, Ph.D. (EDUCAUSE): And i'm going to do.

00:59:06.150 --> 00:59:16.020
D. Christopher Brooks, Ph.D. (EDUCAUSE): A complete 90 degree turn off of what mark said, although I think it builds on it and just suggest that maybe out of this last year, we will have.

00:59:17.610 --> 00:59:29.520
D. Christopher Brooks, Ph.D. (EDUCAUSE): A higher education, where students are we have a much more humane approach to to treating students as as colleagues and as students in this space, I think, for.

00:59:30.180 --> 00:59:40.770
D. Christopher Brooks, Ph.D. (EDUCAUSE): A lot of instructors through this mediated device of the technology have gotten a window into what the wives, the students are like outside of their classrooms.

00:59:41.220 --> 00:59:47.610
D. Christopher Brooks, Ph.D. (EDUCAUSE): and hopefully that has humanized students in a way that creates a lot more empathy and understanding and patience.

00:59:48.390 --> 01:00:01.980
D. Christopher Brooks, Ph.D. (EDUCAUSE): That instructors have for their students and that that culture shift, should it manifest itself can can have a transformative effect on how higher education approaches, all of the issues to guarantee that students are are welcomed and that they succeed.

01:00:05.280 --> 01:00:19.920
Kathe Pelletier | EDUCAUSE: Well, thank you all, and on behalf of cars and our speakers this is Cathy pelletier again and I think all of the panelists and all of you and the audience for joining us today for an engaging session and conversation.

01:00:20.370 --> 01:00:25.380
Kathe Pelletier | EDUCAUSE: And you'll see in the chat Adam has shared session evaluation link if you don't mind.

01:00:26.760 --> 01:00:32.790
Kathe Pelletier | EDUCAUSE: click on clicking on that and sharing your comments and reactions your your feedback is really important to us.

01:00:33.090 --> 01:00:41.370
Kathe Pelletier | EDUCAUSE: And, as I mentioned earlier, the recording and presentation slides will be posted to our event site, and please feel free to share these resources with your colleagues.

01:00:41.880 --> 01:00:57.420
Kathe Pelletier | EDUCAUSE: And finally, please join us for the next edge cause webinar which is on may 27 to hear about getting started with at amp T and ck on behalf of edge, because this is Kathy pelletier and thanks so much for joining us for today's webinar.