

INNOVATIVE MODELS IN TERTIARY EDUCATION
—
GAME CHANGERS OR DEAD ENDS?

AIEC Conference

- **This presentation was delivered by ICG at the AIEC Conference in Hobart on 11 October 2017.**
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INTRODUCTION

On Education and Innovation: An Emerging Shift

- Education historically – and often proudly – has been one of the least innovative industries.
- Over the past two decades, four forces started to chip away at this stasis:
 - **Globalization** (especially the trade of education)
 - **Technology** (the Internet)
 - **Rising middle class purchasing power** (especially in Asia)
 - **Competition for student and scientific talent** (to drive scientific performance and economic growth)
- The outcome of these forces interacting with traditional education delivery models has been a surge of innovative, disruptive, and at times confounding approaches to tertiary education.

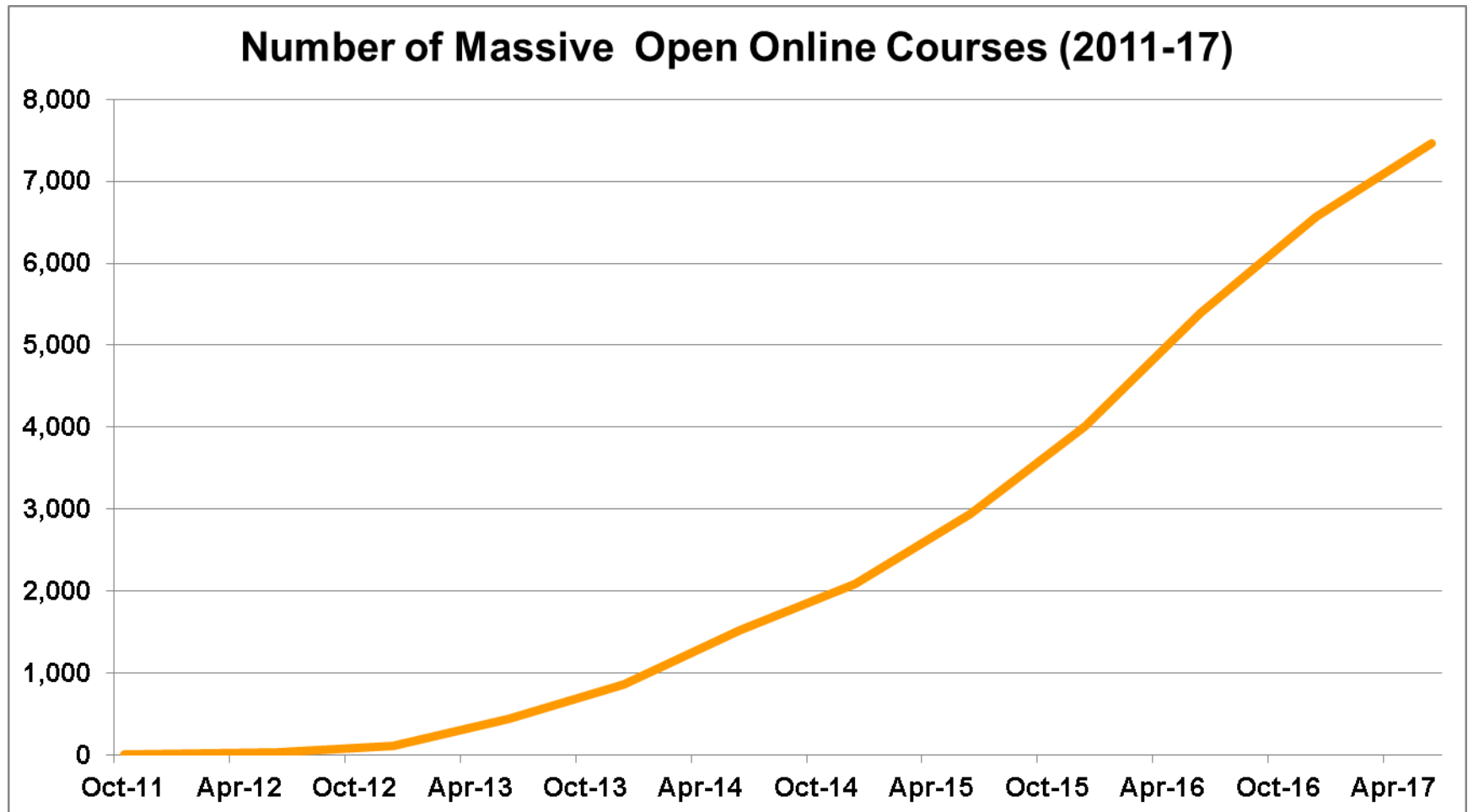
- A well-known example for disruption are **MOOCs**. However, MOOCs have been mercilessly overhyped, and clearly are not the game changers they were supposed to be yet – except that they have started to change international education bit by bit.
- Another example are **micro-segmentation, service-based, luxury** approaches that are focusing on student service and living experience first in the pursuit of revenue protection and maximization – with differentiation akin to the auto industry.
- A third example reflects on attempts to provide and/or integrate educational delivery across sectors and jurisdictions. Such models have emerged in the **pathway space** (creating global student supply chains), by creating remote delivery models (**branch campuses**), as well as by connecting secondary and higher education providers.

Questions

- **Where is the evidence that “innovative models” have actually transformed education?**
- **Whose job has been “gamified”?**
- **Whose job was taken away by a MOOC?**
- **Have MOOCs resulted in the collapse of universities over the last decade – or in fact just enhanced universities’ delivery options?**
- **Is TNE displacing any domestically-based delivery – or does TNE in fact create added capacity through product differentiation?**
- **Do you think your job / role/ services structurally will still be needed in universities or TAFEs a decade from now?**

ONLINE LEARNING AND MOOCS

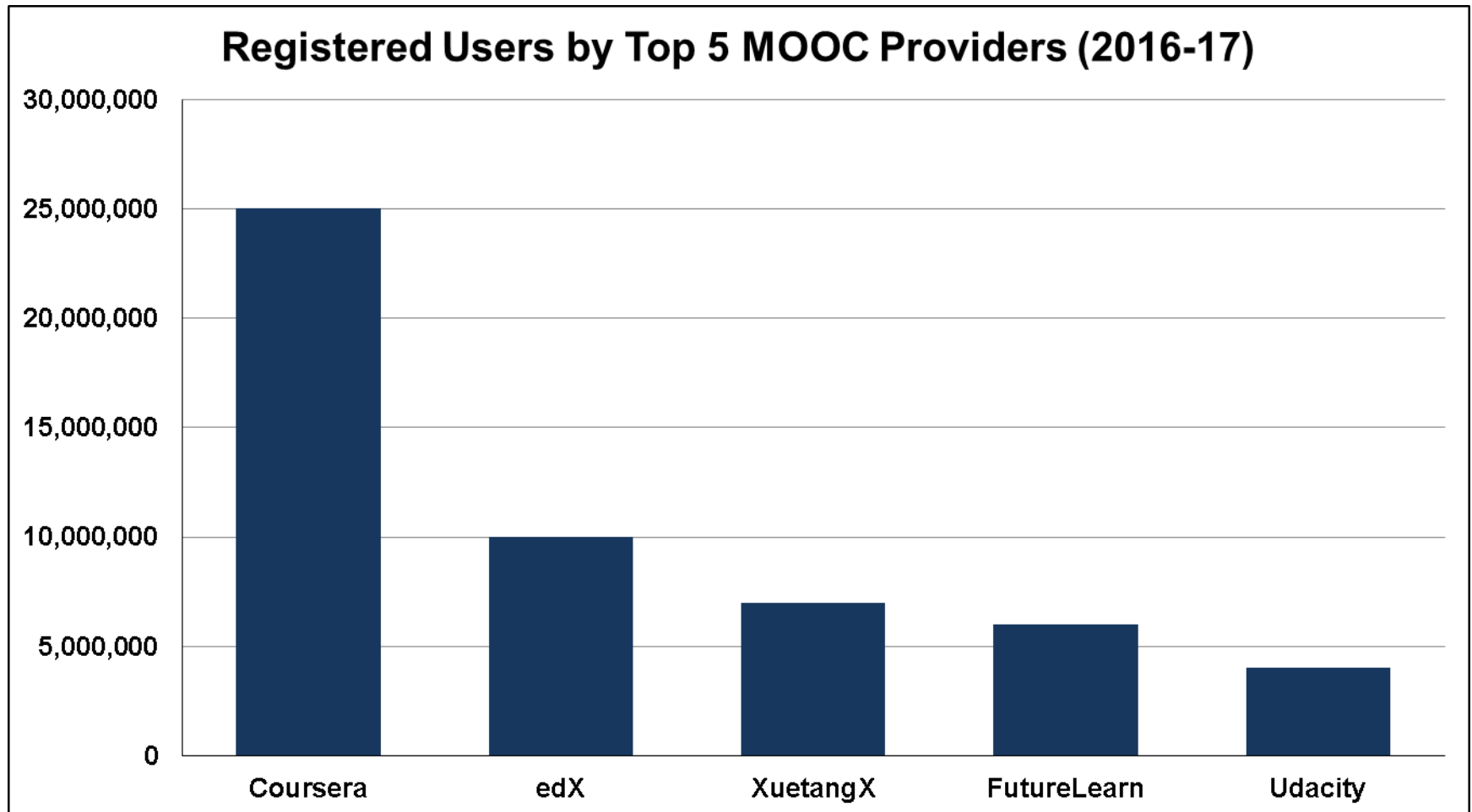
MOOC Course Trend Data



First indications of s-curve flattening

ONLINE LEARNING AND MOOCS

MOOC Registered User Data



Course enrollments can exceed registered users notably

ONLINE LEARNING AND MOOCS

MOOC Micro-Credentials versus an Oxford First

Education



University of Oxford

Philosophy, Politics and Economics BA (Hons), PPE

Activities

Microfin

Consulta

Commit

Accomplishments

25 Courses

Boston University's Non Linear Differential Equations • Data Wrangling with MongoDB • FHS: Comparative Government • FHS: Econometrics • FHS: Macroeconomics • FHS: Mathematical Methods • FHS: Microeconomics • FHS: Political Sociology • FHS: Quantitative Economics • FHS: Quantitative Methods in Politics and Sociology...

15 Certifications

edX Honor Code Certificate for Nonlinear Differential Equations: Order and Chaos • edX Honor Code Certificate for Scalable Machine Learning • Algorithms: Design and Analysis, Part 1 • Data Wrangling with MongoDB • Initiation à la programmation (en Java) • Getting and Cleaning Data • Social and Economic Networks: Models and Analysis • Machine Learning • Web Intelligence and Big Data • Social Network Analysis...

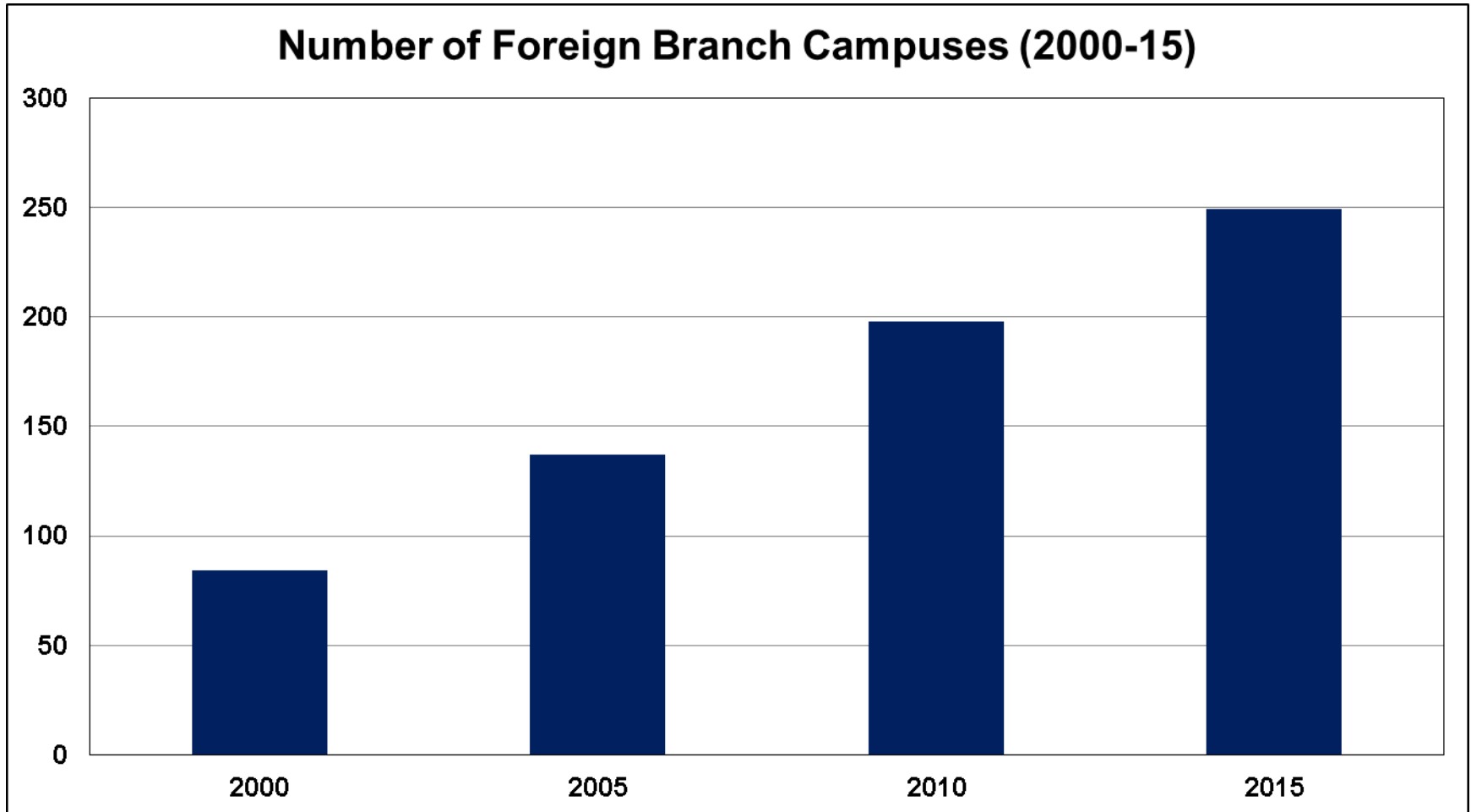
MOOC micro-credentials have become sought-after skill amplifiers

Perspectives on MOOCs

- **MOOCs have drastically lowered the financial and logistical barrier to accessing high quality content. Underprivileged students however are still struggling with technical access, learning concepts, and skills leverage.**
- **Far from supplanting universities, MOOCs seem to supplant and augment erstwhile delivery mechanisms (e.g., hybrid learning). MOOCs are also turning into a premium marketing, recruiting, and business development tool.**
- **The opportunities arising from MOOC-based micro credentials are so far little tapped. Governments and employers are bound to push for an accelerated roll-out. Universities will need to get ahead of this trend in order to stay relevant in this area.**

BRANCH CAMPUSES

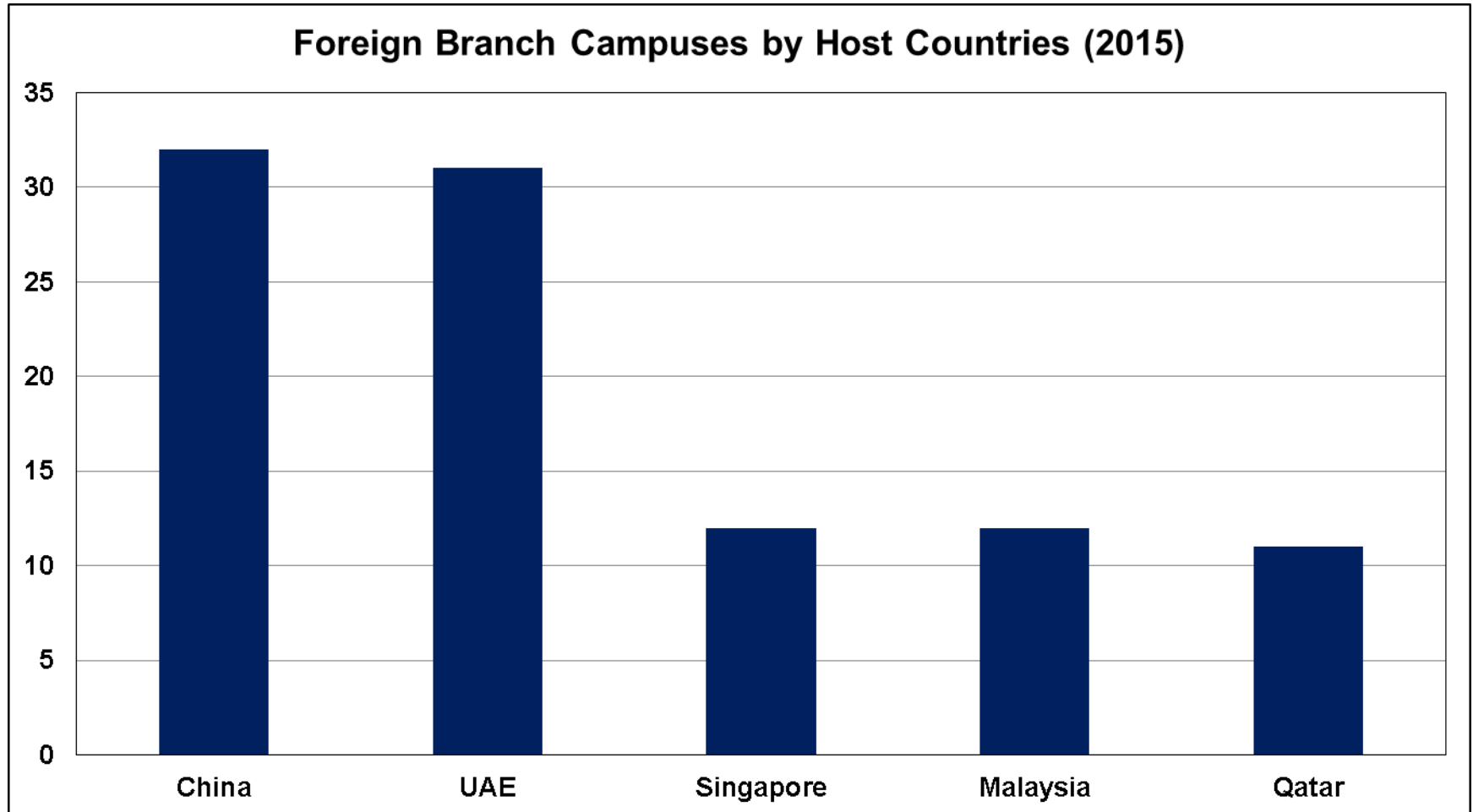
Development of Branch Campuses



Course enrollments can exceed registered users notably

BRANCH CAMPUSES

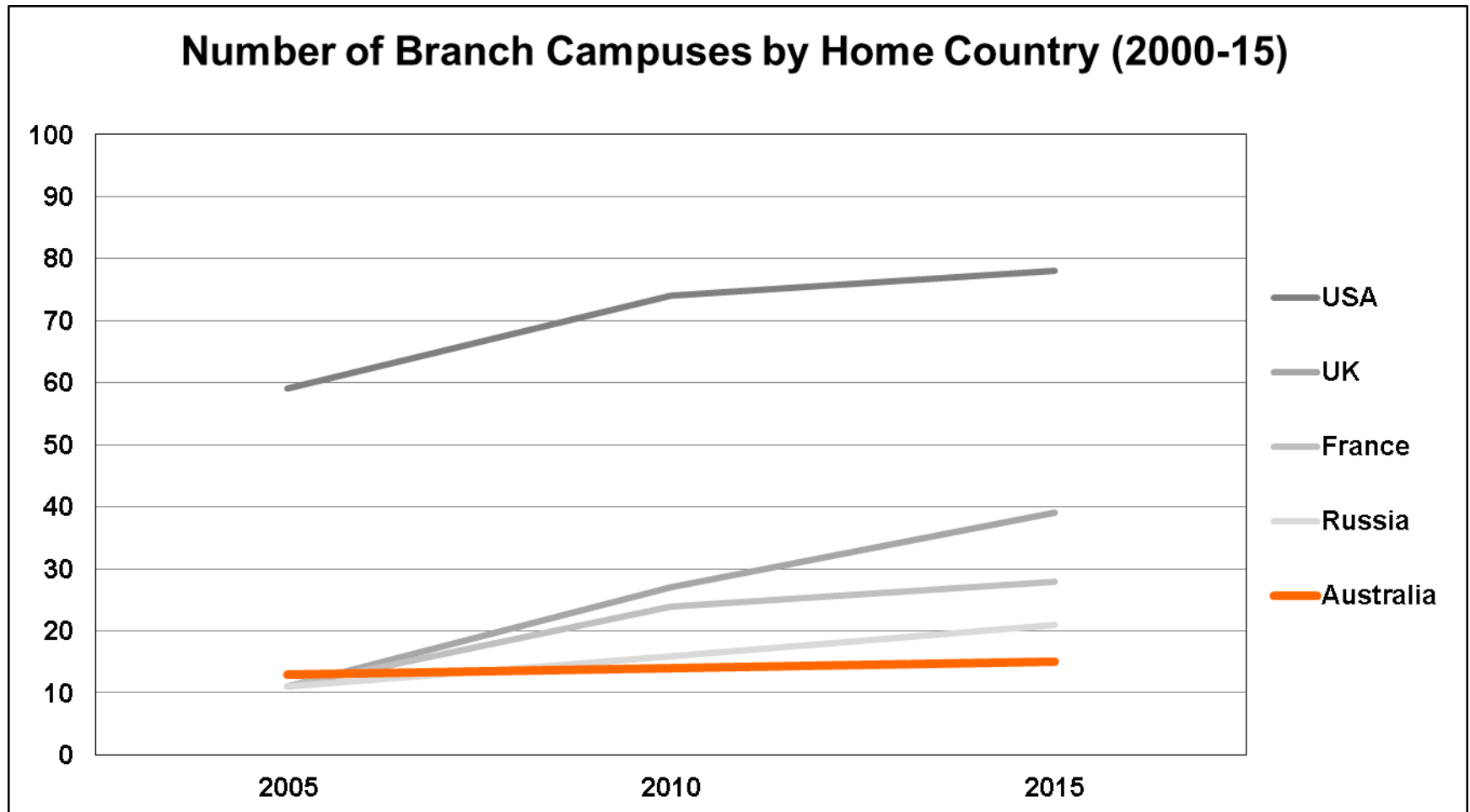
Leading Host Countries of Branch Campuses



Course enrollments can exceed registered users notably

BRANCH CAMPUSES

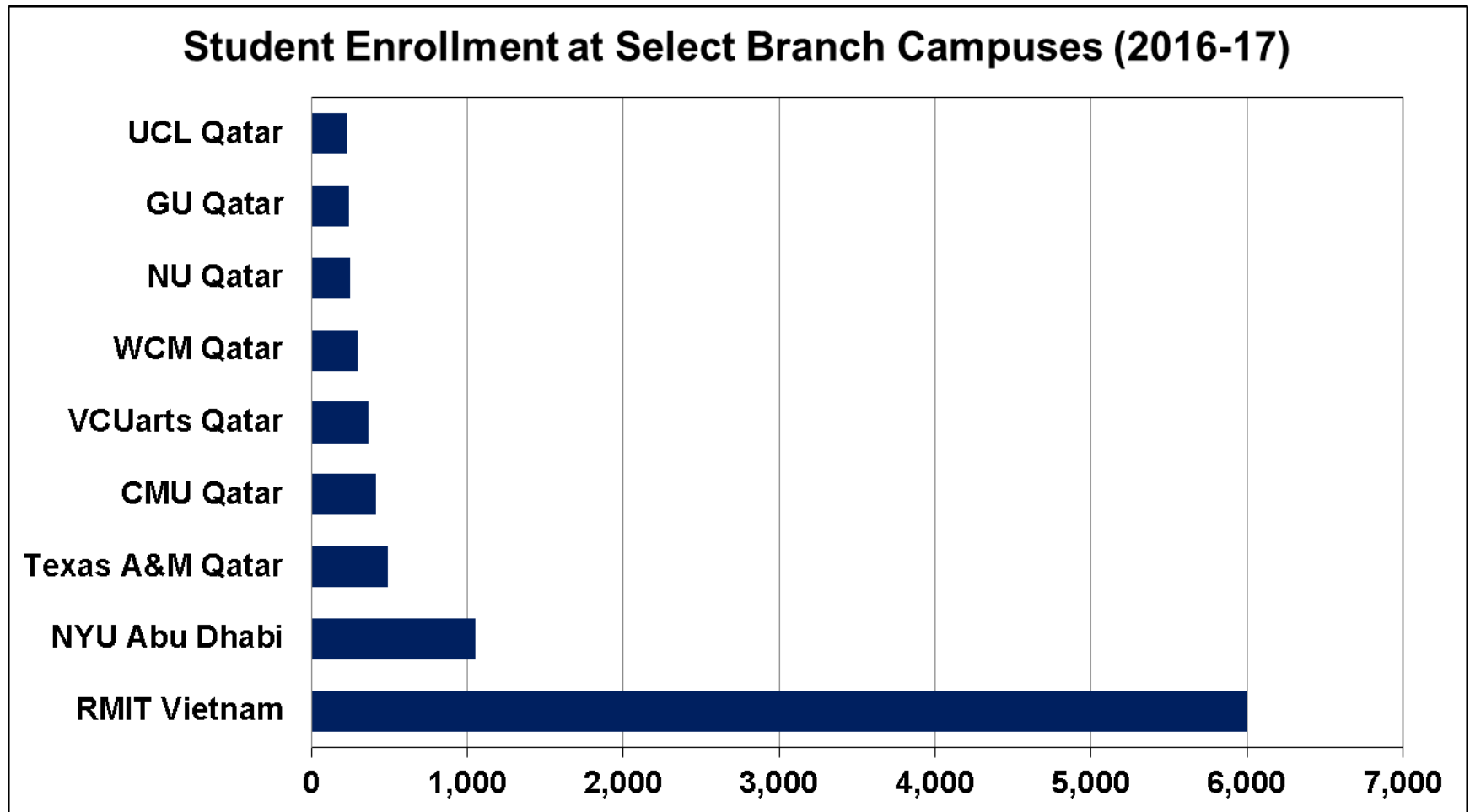
Leading Origination Countries of Branch Campuses



Course enrollments can exceed registered users notably

BRANCH CAMPUSES

Enrollment Data at Select Branch Campuses

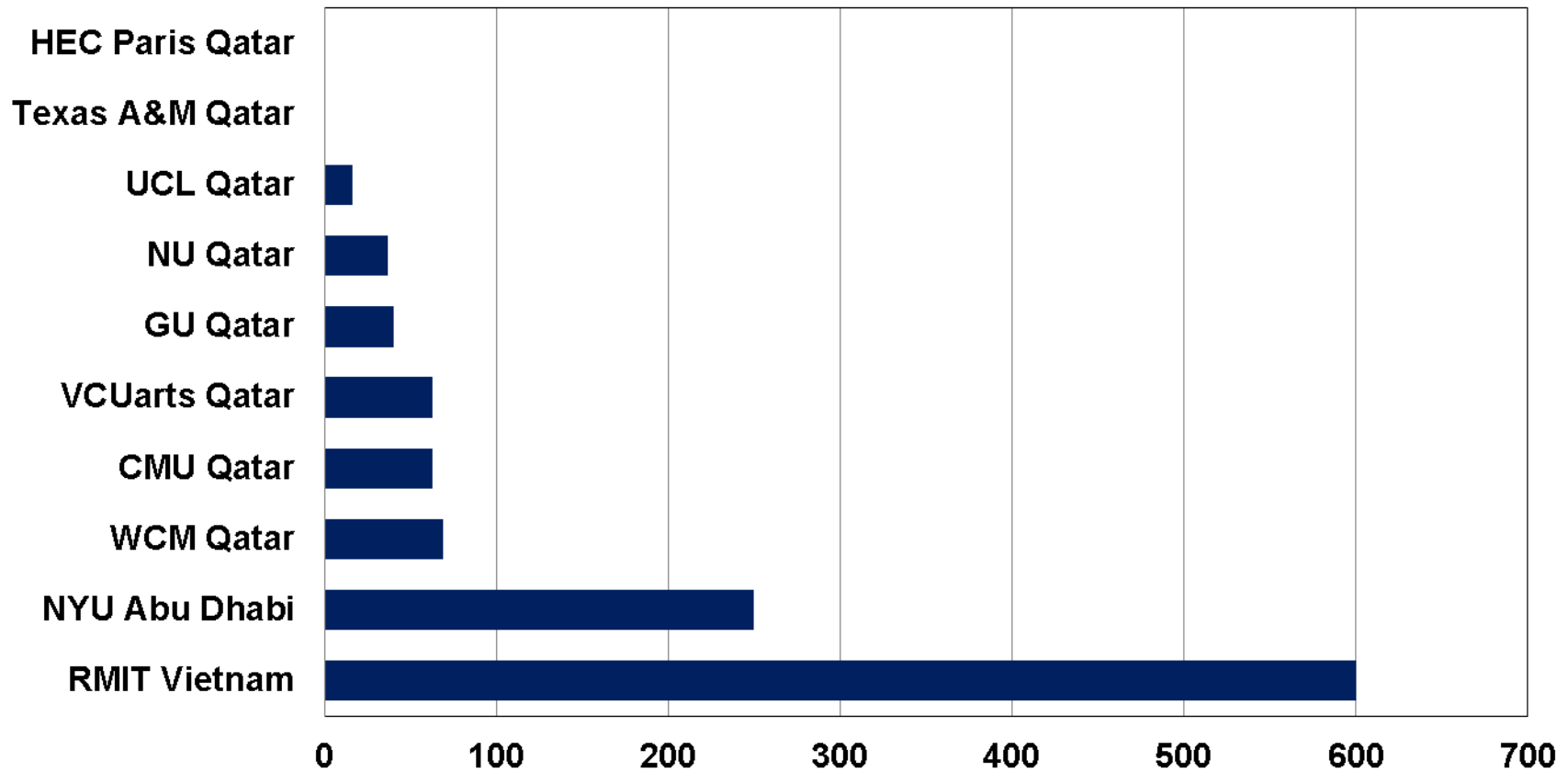


Course enrollments can exceed registered users notably

BRANCH CAMPUSES

Faculty Members at Select Branch Campuses

Faculty Members by Branch Campus (2016-17)



Course enrollments can exceed registered users notably

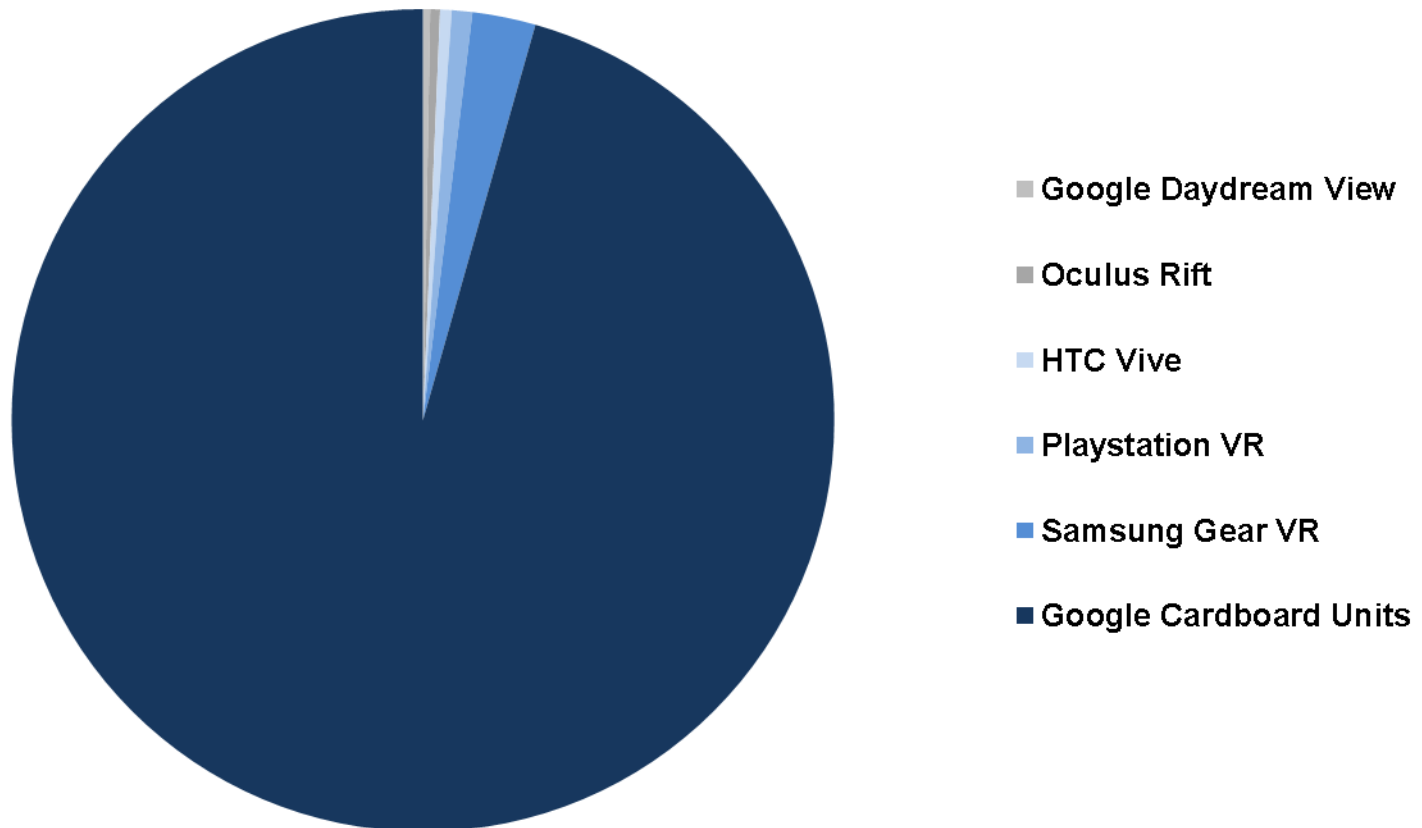
Perspectives on Branch Campuses

- **Branch campuses have experienced “wave patterns”, often driven by governmental incentives (real or hoped for) and institutional dreams of financial rewards. This includes the “Gulf region”, “China”, and supposed “India” waves.**
- **Branch campuses as a specific form of TNE have been widely debated and elicited elevated criticism – and often performed much more poorly than hoped for (e.g. enrollments, quality, impact): Branch campuses have not met their promise to date.**
- **Branch campuses as a bricks and mortar manifestation of university outposts are probably on their way out in favor of more flexible, content/credential-centric models.**

AUGMENTED REALITY BASED LEARNING

Headset Shipments

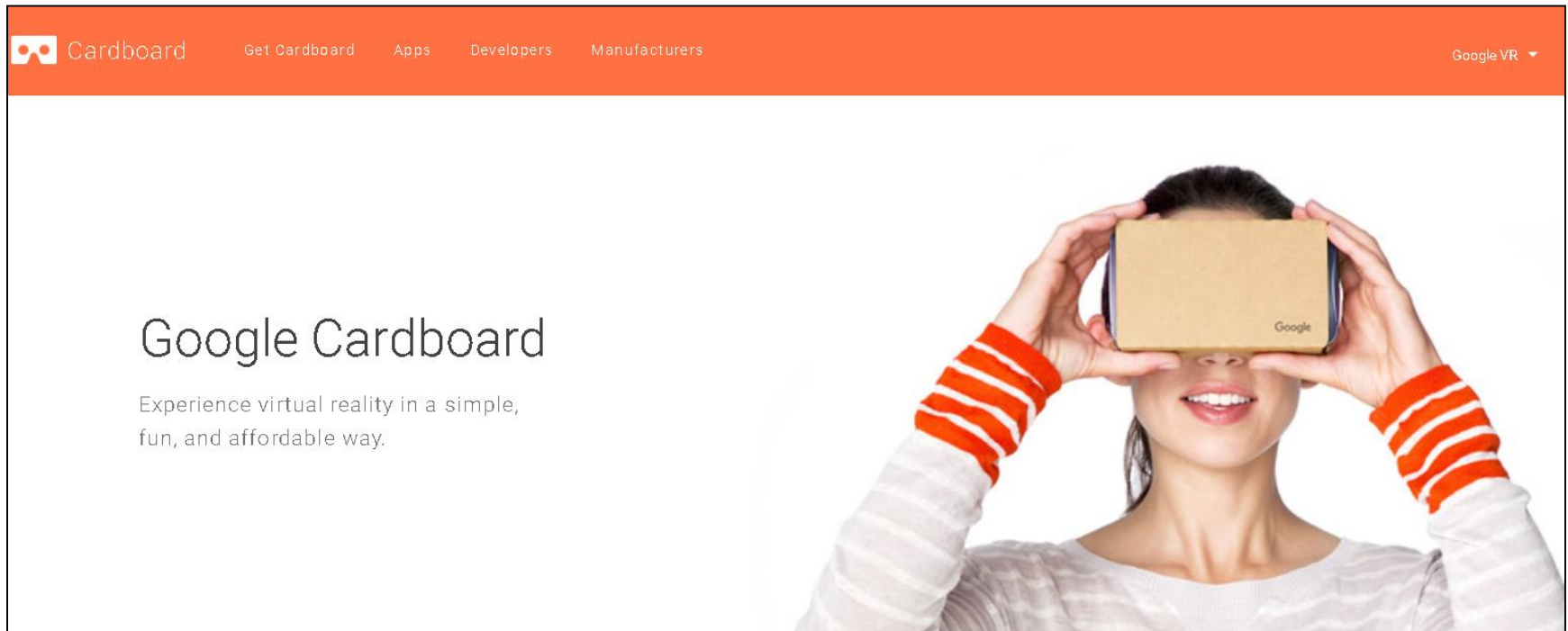
VR Market Share based on Headset shipments (2016 (e))



92.5 million sets shipped in 2016

AUGMENTED REALITY BASED LEARNING

Google's Cardboard



Maybe not quite at Star Trek, “Scotty beam me up” levels

Perspectives on Augmented Reality Based Learning

- **Remember Second Life?**
- **Just a few years ago, augmented reality (AR) and virtual reality (VR) seemed like expensive, science fiction inspired gadgets. AR and VR capabilities are not being embedded in chip sets powering handheld devices, opening a path to rapid, cheap, mass adoption.**
- **AR/VR learning will facilitate immersive, modeled, virtual hands-on learning that can offer faster/deeper/richer access to content than “real life” learning models. Un-curated, it will achieve little.**
- **AR/VR’s biggest promise is at both ends of a affordability/quality u-curve.**

Education is Resilient

- **News of the untimely demise of higher education institutions have been greatly exaggerated. “New” is often really “old”.**
- **Technology has impacted higher education notably – yet often in a complementary and supportive manner.**
- **Technology and globalization have not become levelers of opportunity – and in fact have amplified inequality.**
- **Higher education institutions are losing some of their monopolies over credentials etc. – but nothing is stopping them from trying to reintegrate this value chain disintermediation.**
- **The future is bright – you gotta wear shades VR headsets.**

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