

In every era,
technology of some
sort has been used as
an aid to
communication, as a
support for learning.

In the Middle Ages, it was stained glass windows in the Cathedrals.

Because the majority of Europe's population could not read, the Medieval Church needed another way to teach the congregation the stories of the Bible.

The windows became the Church's storybook.



The intent of this introduction to this session is to broaden the view of what “technology” in the service of learning means. It’s not just the application of hardware and software.

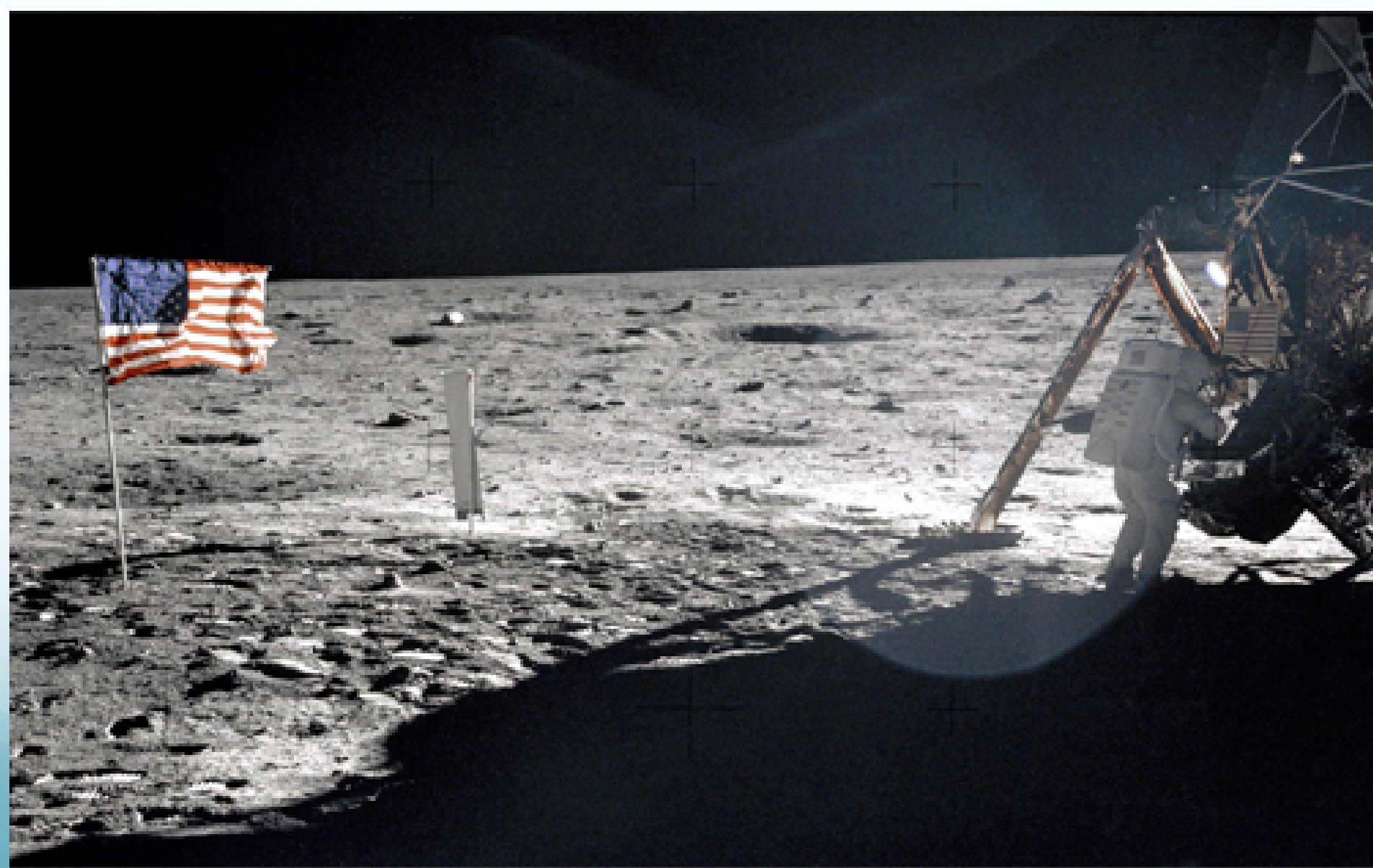
We pay attention to methodologies and technological supports because we care about learning. But methodology and today’s technological supports do not equal learning.

Therefore, while this introduction shows the potential of today’s technologies, as teachers we make informed decisions and choices about how, and about what we will use to facilitate learning.

The question is not: What method shall I use; but rather . . .

Are the methods I am using effective in this context, with these learners, with this subject matter, and at this time?

The “Giant Leap” July 20, 1969
Technology embedded into our consciousness.

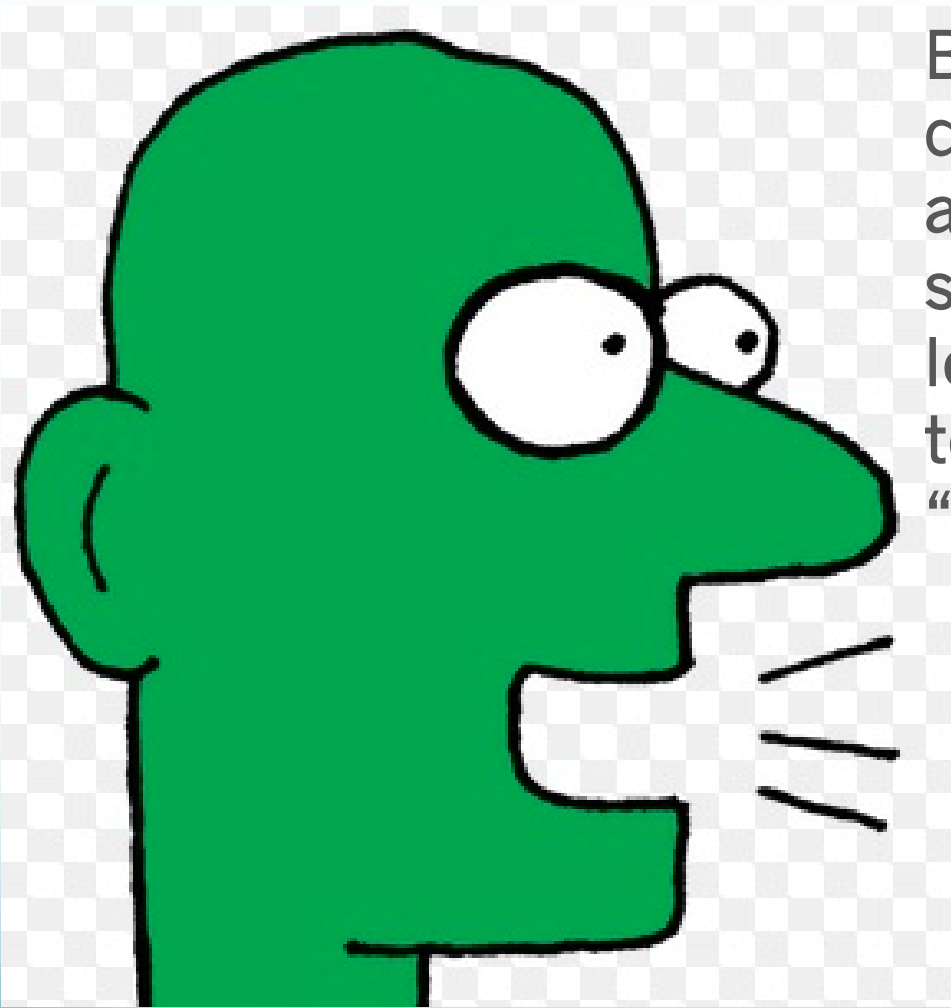




The potential for technology in support of learning gradually developed. But even in 1994

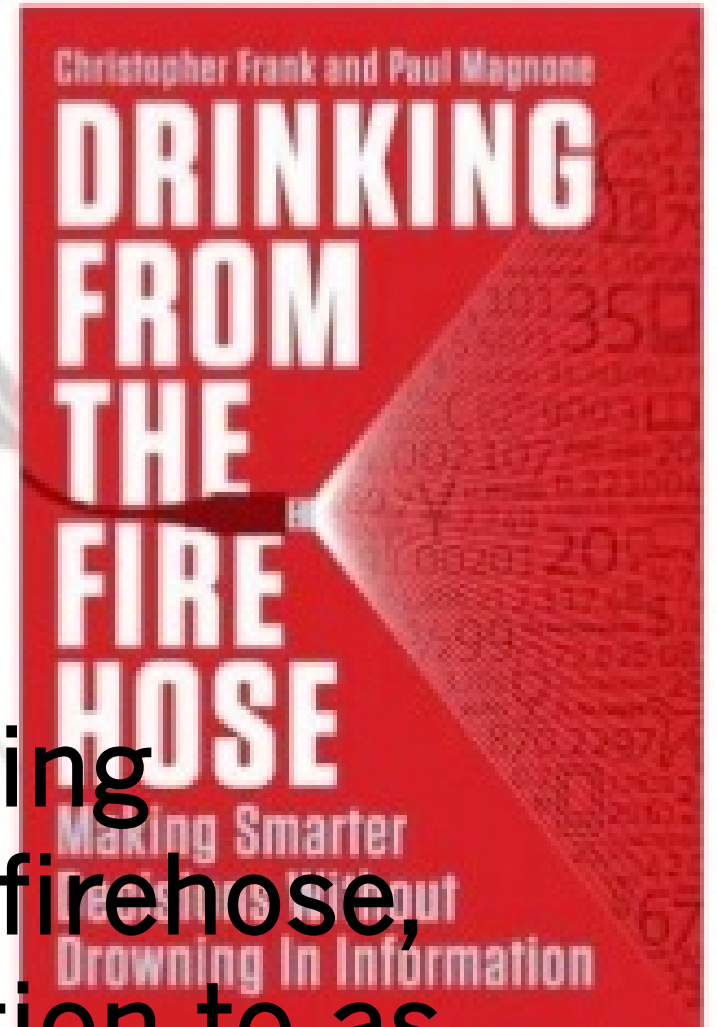
By the 21st century, we realized we were educating a generation that had never known a world without the Internet. Technology is like another language, and expected to be part of everything.





By the end of the first decade of the new century, applications of technology to support the complexities of learning finally allowed teachers to be more than “talking heads” . . .

. . . or to avoid using technology like a firehose, spraying information to as many as possible.



Today, foundations and private donors are active in supporting educational designs that incorporate (that are not driven by) technology; where learning is central and technology used as appropriate. Consider the implications of what is emerging in elementary and secondary education.



However, short of a cataclysm,
the use of technology will
continue to evolve in
education.

Remember this ?





As educational experiences evolve in secondary education, what implications can you imagine related to the sort of student who is coming your way in the next decade? What factors are being added to your decision-making about teaching and learning?

Views of the future of higher education range from cynicism to confidence that there is a positive role for campus-based education.

Some reformers bypass the institutions of higher education.

Others build from within . . .



What do you think will have “staying power” in this vision of the future?



These changes from within are designed to foster learning and the development of capacities for life and work in today's world. What ideas do they give you?

“Out there” innovations are being created by people “fed up” with underperforming higher education.

Most of this sort of innovation is coming from the business and technology sectors—presumably because they can afford to innovate!

“Minerva” is an example of the belief that higher education should deliver higher order learning, mutual interaction with peers and subject matter specialists, and be globally connected (students must complete courses in several countries).

Some say it’s “elitist” and unrealistic about its promise to deliver low cost “ivy league” education.



Technology was specifically created to support what Minerva's leaders believe comprises effective learning in a seminar experience. How would you describe that learning from this clip?

Some initiatives are a re-discovery of an older idea. The “Flipped Classroom” for example, is part of a genre of educational approaches we once called Mastery Learning—but technology has made it more appealing, and perhaps more do-able.



Here is a short clip of the video at the Colloquium website that shows case examples of Flipped Classrooms.



To TEACH and to LEARN requires multiple DECISIONS.

For example . . .

What are my values and commitments?

What do I know about learning and how will I apply that knowledge?

I choose to focus on these things:

1. Education does not equal learning. Theological education does not equal theological school or institute. Therefore, I can imagine a future where formal education and nonformal initiatives can flourish around a vision for *theological education for the whole people of God*.
2. Partnerships are essential because schools and any other venture concerned about learning and development are simply one way to get the job done.
 1. I can learn from and critique initiatives related to education and the development of people that are emerging worldwide at all levels of education, and in business sectors.
 2. I can imagine a future where learning is transformative. Where it is always, and primarily, about the interaction among peers and between teachers and participants toward significant ends.