The New Normal for Education:

Join the Revolution or Accept the Status Quo

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Shaping the Industry

Department Awards $75Mil "First in the World" Grants to 24 Colleges and Universities

Boston Celtics Announce Partnership with Southern New Hampshire University

College for America's *Motivis Learning* Managing Competency-Based Learning

SNHU's Online Enrollment Is Soaring, Just Don't Compare It To a For-Profit

Blazing the Trail: Competency-Based Education at SNHU

On Campus or Online: SNHU is About Providing Access to a College Degree

SNHU Wins Educational Advertising Awards Winners

SNHU's $10K Bachelor's Degree = Rethinking Higher Ed

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Leading the Industry

SNHU Awarded $3.9 Million "First in the World" grant from U.S. Department of Education

The Amazon of Higher Education: How tiny, struggling Southern New Hampshire University has become a behemoth

The Boston Globe INNOVATION ECONOMY

Attracting, and keeping, online students

SNHU Named a "Best Buy" for Online Leadership Program

SNHU is Once Again Honored as Top Military-Friendly School

New Hampshire Business Review Names SNHU "Best of Business 2014"

National Champions

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- **12_Southern New Hampshire University**

  FOR RELENTLESSLY REINVENTING HIGHER ED, ONLINE AND OFF

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Themes

- The Education Landscape
- Self-Learning Theory
- A Trend That Will Disrupt
- Some Thoughts

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Theme

The Education Landscape Today

Almost everyone wants schools to be better,

but almost no one wants them to be different.

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First Different - Then Better

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“There is nothing more difficult to take in hand, more perilous to conduct, than to take a lead in the introduction of a new order of things, because the innovation has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new.”

-Nicolo Machiavelli, *The Prince*

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Key Message

Our biggest challenge is..

The “Status Quo”

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You can’t build the future by perfecting the past.

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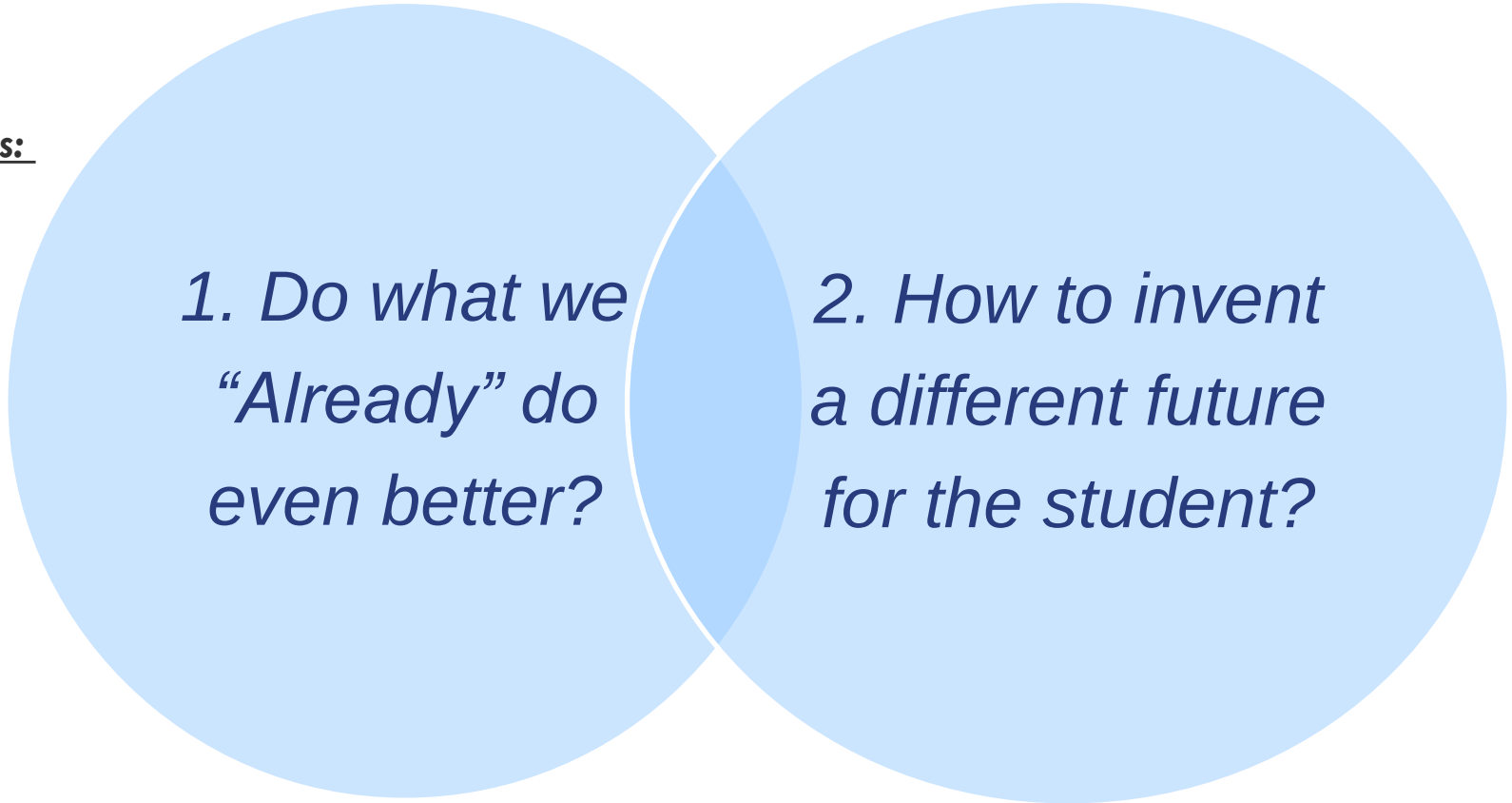
Oh, crap! Was that TODAY?
REGAN



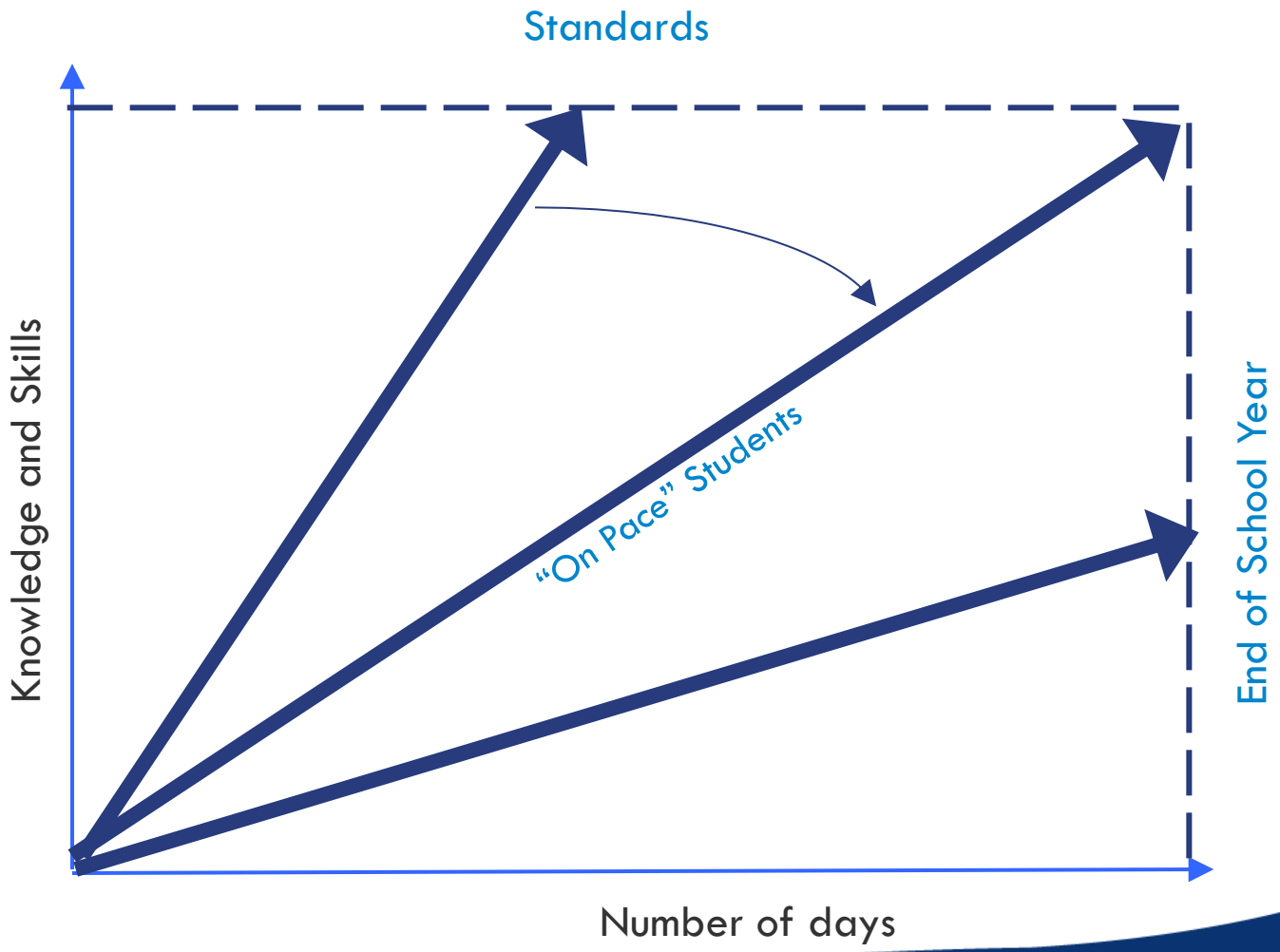
Characteristics:	*Discipline, Focus*	*Fast, test and learn, disruptive*
Measures:	*Consistent & incremental improvements*	*Creativity, fast failures, breakthrough improvements*

Learning has expanded at a rate that has far outpaced our conceptions of teaching.

Learning

Today teaching is “one” but “not” the only way to achieve learning.

Time and Standards Drive Learning



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Education

If you are focused on seat time you are focused on the wrong end of the student.

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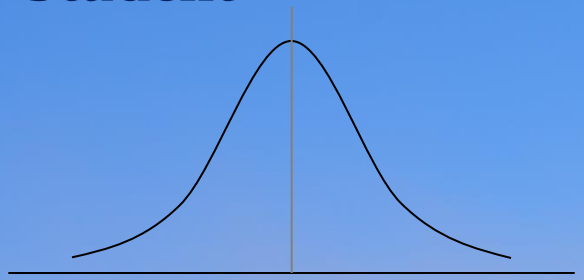
"The concept of an 'average American' is gone, forever. The average American has been replaced by a complex, multidimensional society that defies simplistic labeling."

- demographics expert Peter Francese

Meet the 21st Century Student

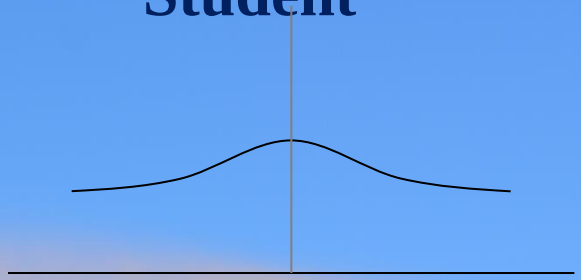
- 20th Century Student



- Student Segments

Extreme shifts in:

- 21st Century Student



- Student Segments

Information access

Social influence

Tech savvy

Time

Engagement

50
70

“Ideals not Norms”

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What kind of education is needed at this moment in history?

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Knowing with certainty that someone has mastered a discipline means it shouldn't matter how the person got there or what school they attended. At that point, traditional education's monopoly on delivery would end and America would see a myriad of new models and providers of education.

Kwela Sabine Hermanns,
"The Great Shift:
Moving from Inputs to Outputs"

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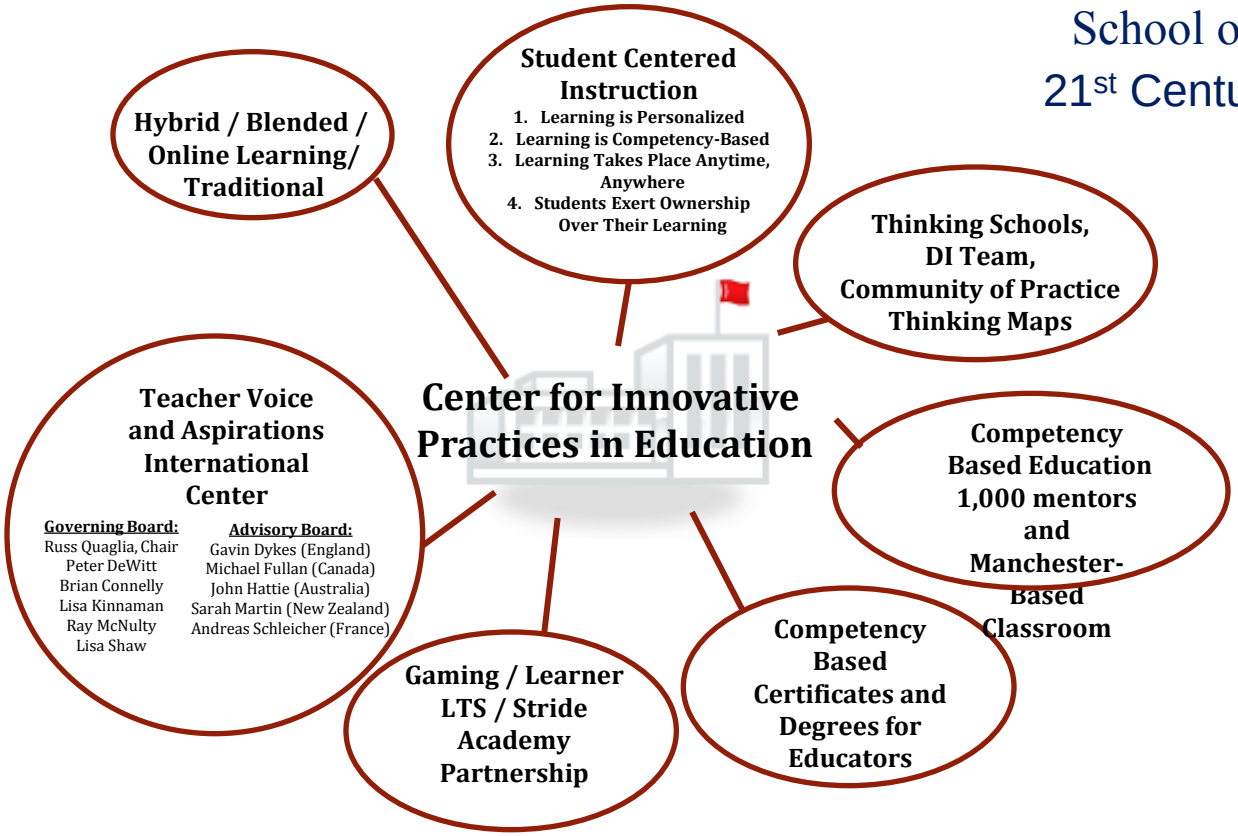
The SNHU Difference

School of Education

21st Century Educator



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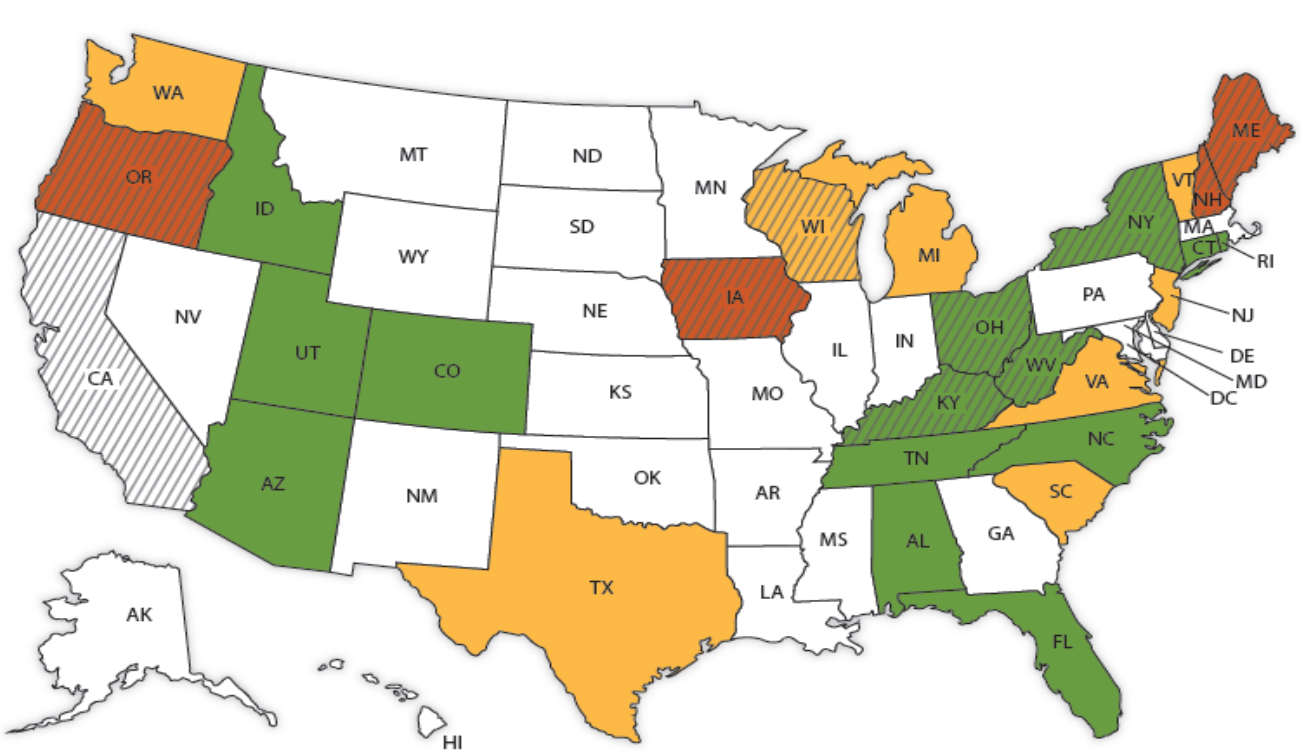
If You Want to Touch the Next Generation of Learners

- Hybrid / Blended
- Personalized
  - Any Time, Any Place, Any Pace

If You Want to Touch the Next Generation of Learners

- Hybrid / Blended
- Personalized
- Engaging
- Competency Based

A Snapshot of Competency Education State Policy Across the United States



Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

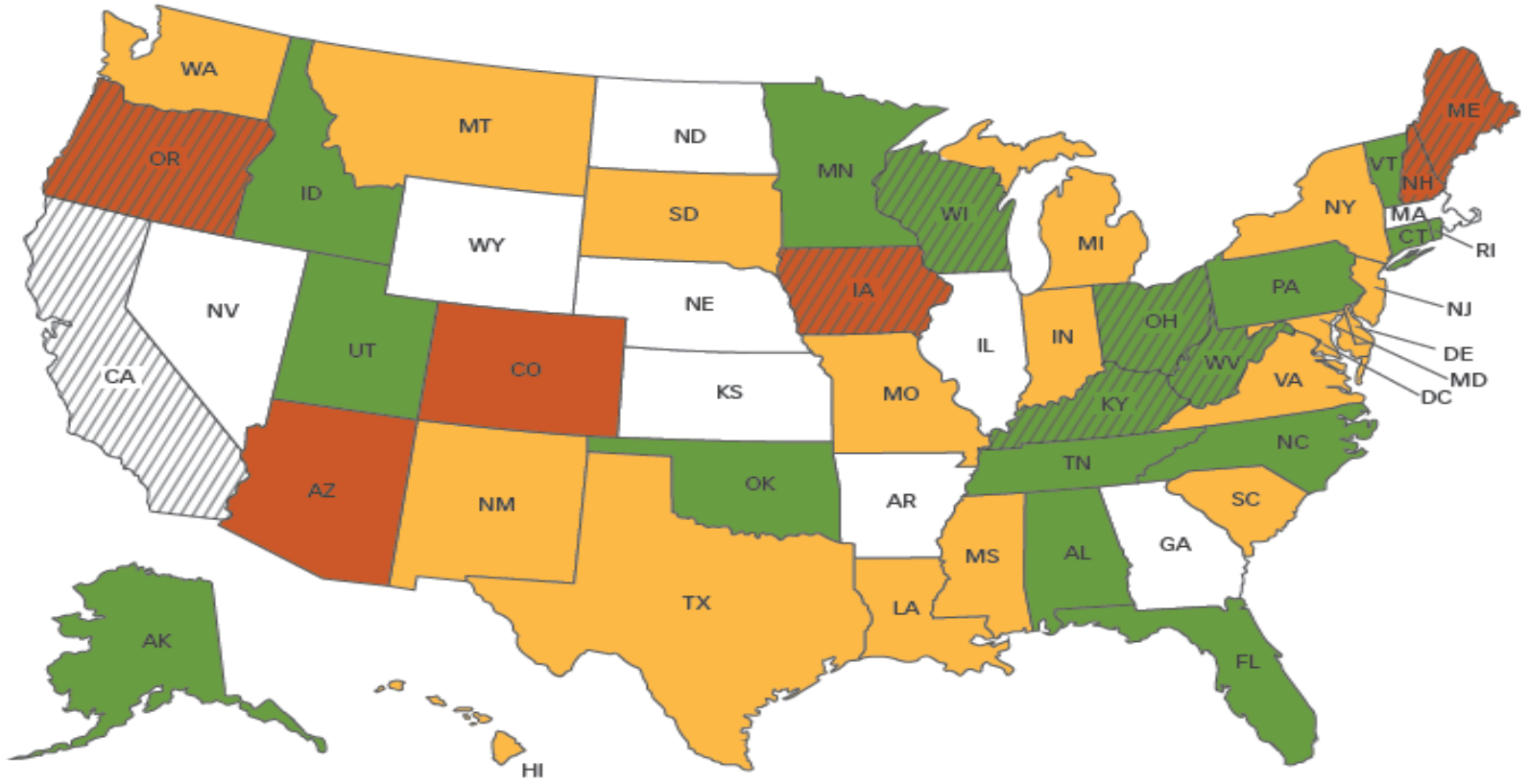
Emerging States
Those states with waivers, task forces.

ILN States
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in Competency Education
States with seat-time and no competency education policies.

iNACOL
International Association for K-12 Online Learning

A Snapshot of Competency Education State Policy Across the United States



Advanced States

Developing States

Emerging States

Innovation Lab Network States

No Policies in Competency Education

Source. A K-12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change. (CompetencyWorks Issue Brief, February 2014)

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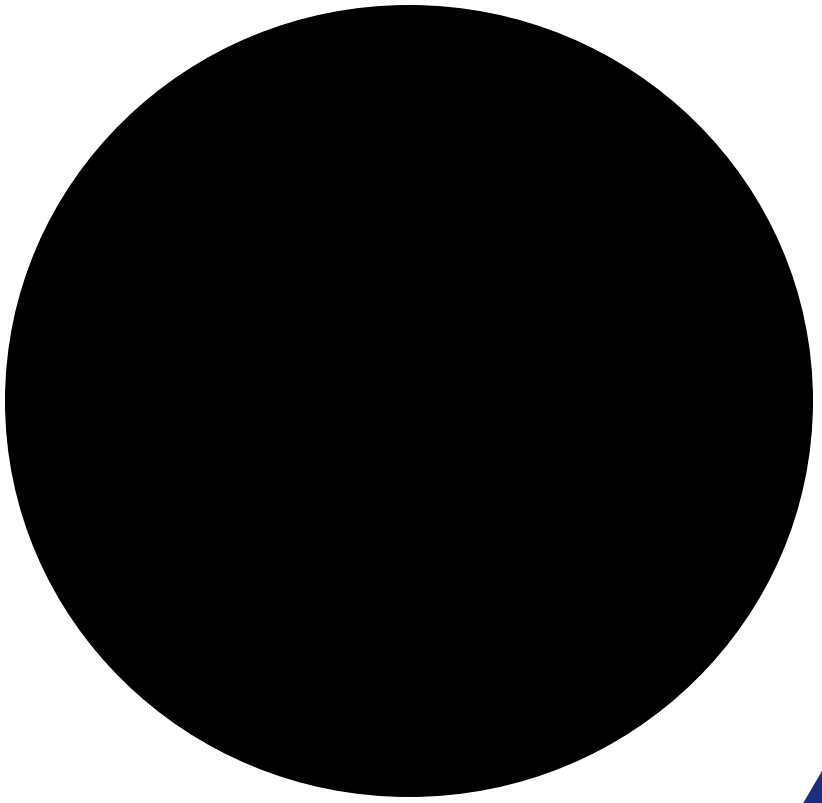
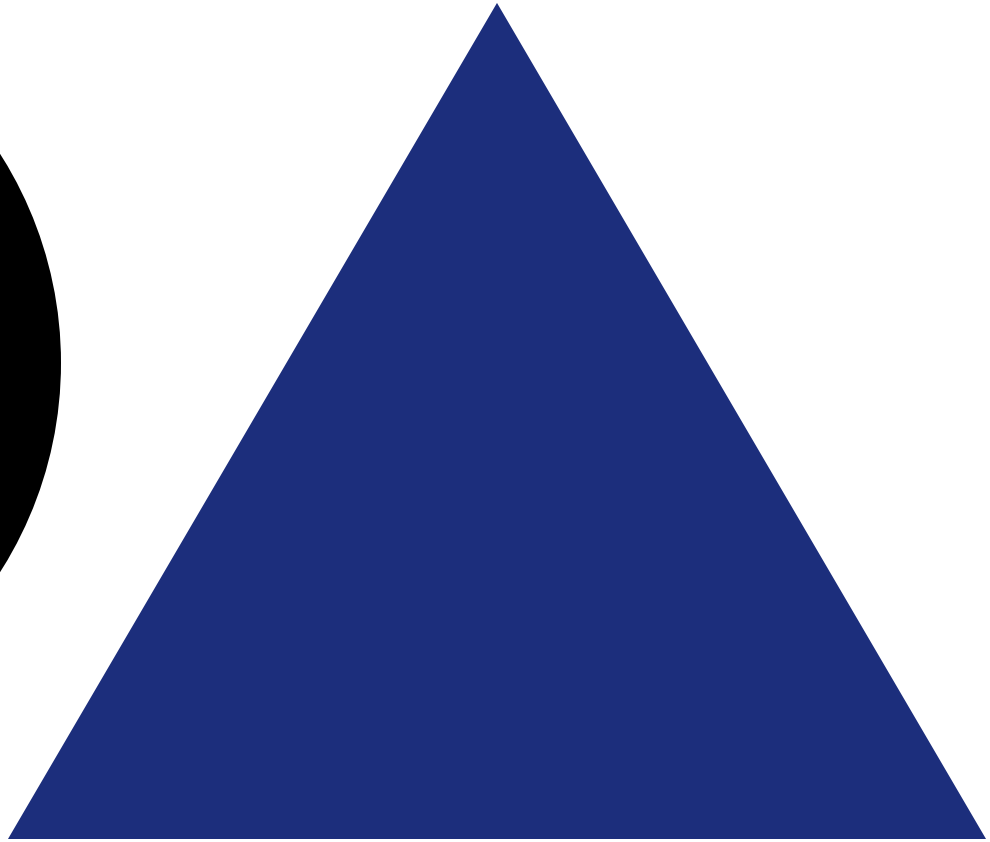
Best practices allow you to do what you are currently doing a little better.

Next practices increase your organization's capability

to do things it has never done before.





System

Innovation

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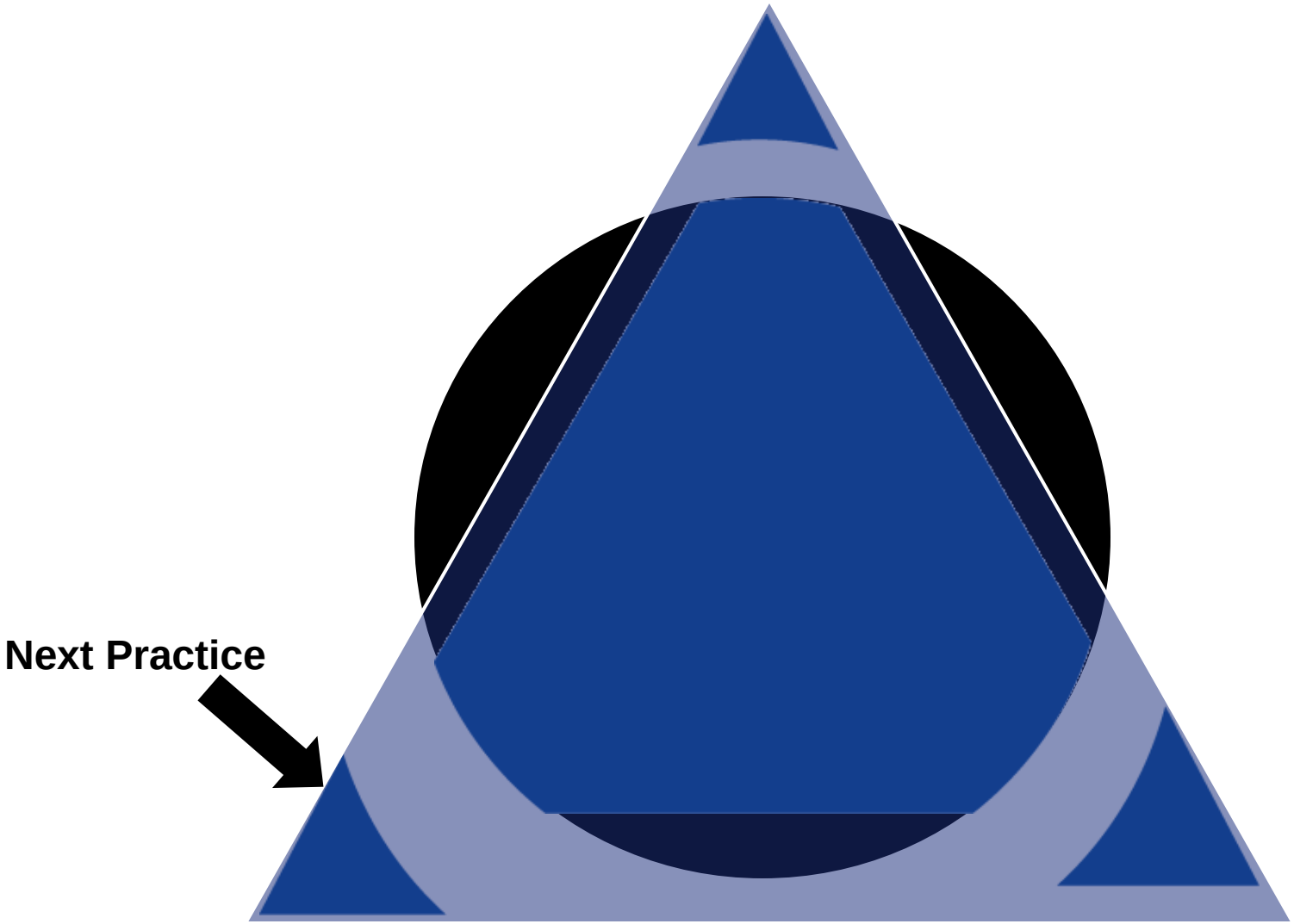

Sustaining Innovation

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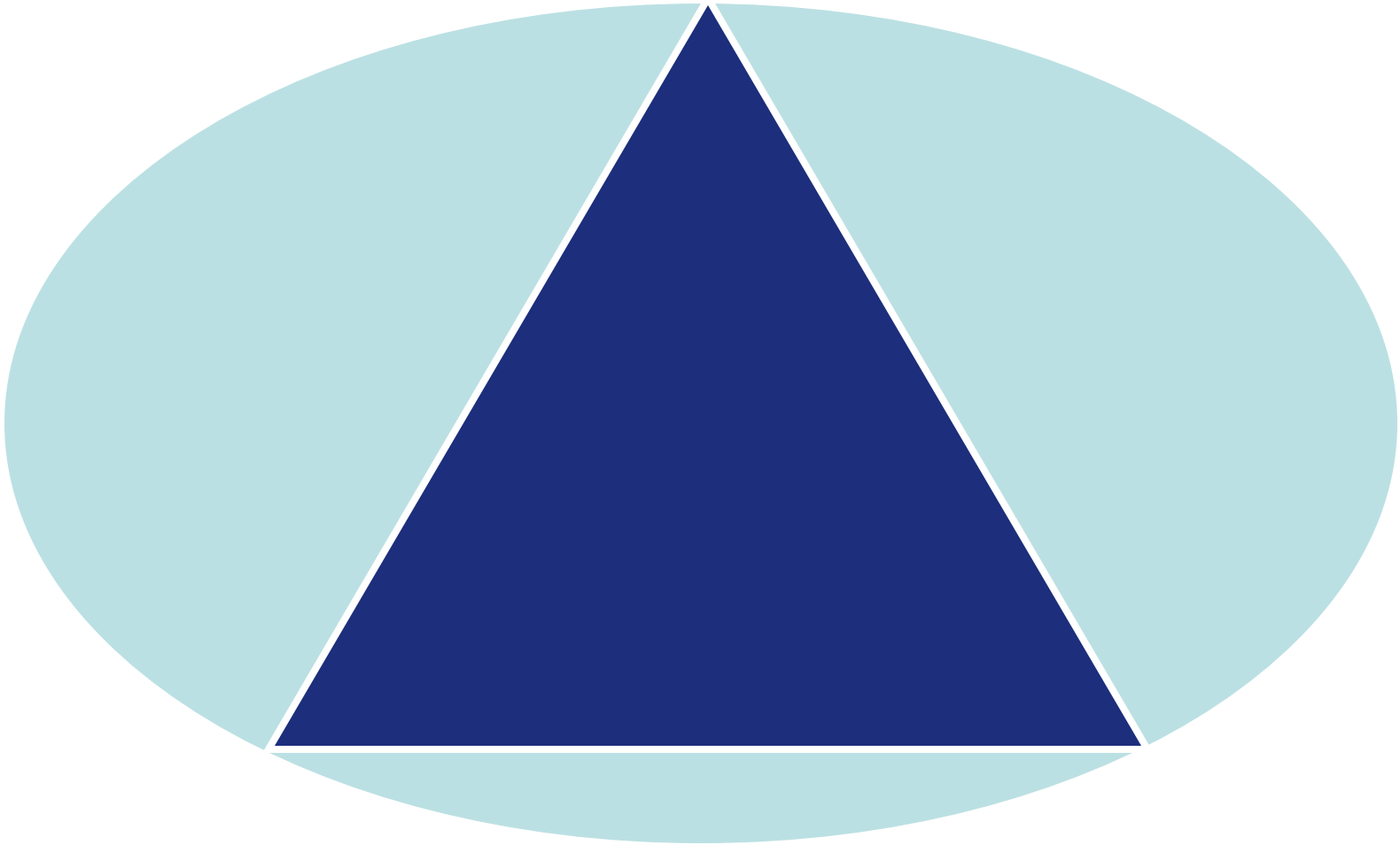

Disruptive Innovation

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First Different - Then Better

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First practice must change, then results, then policy.

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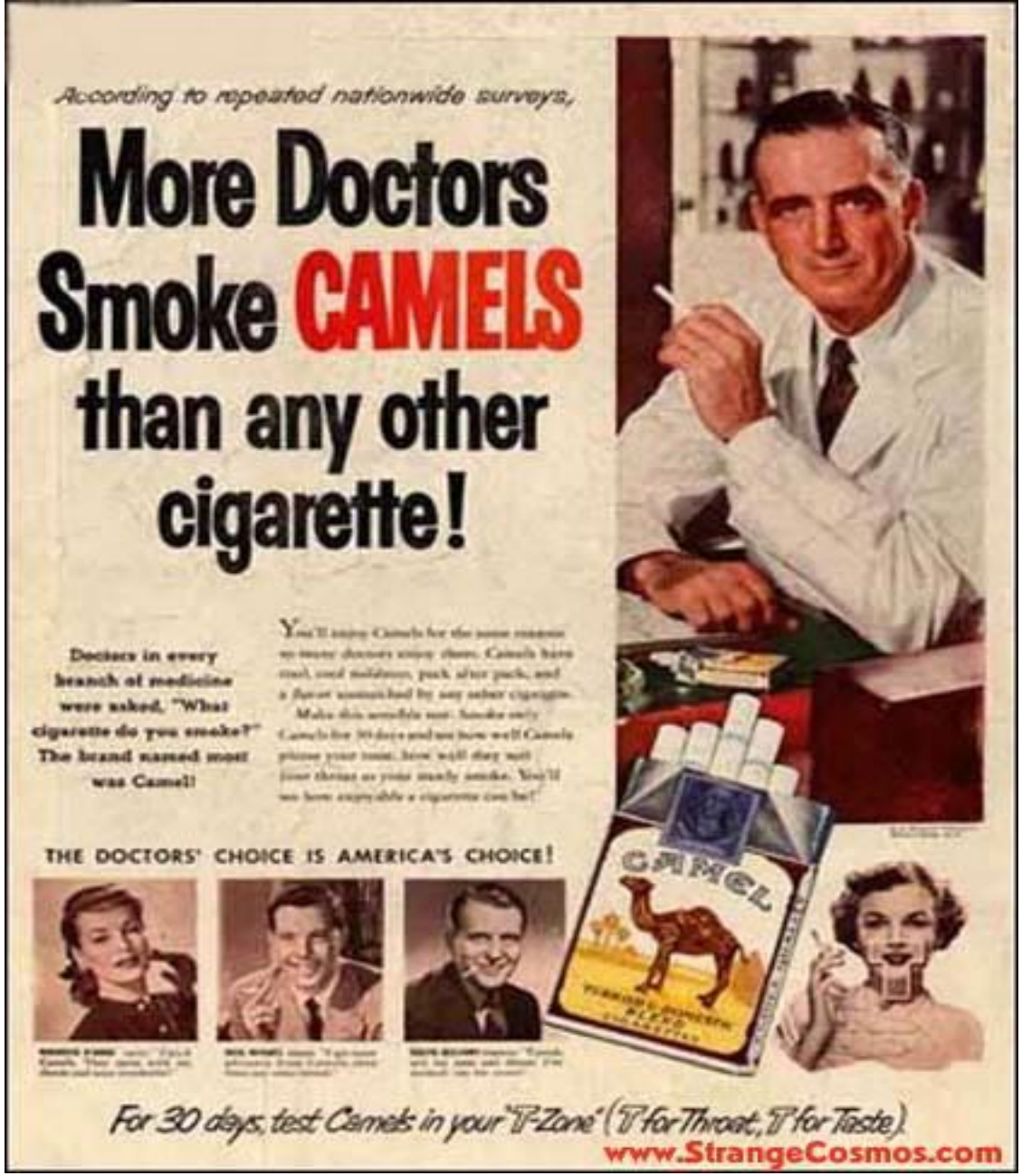
According to repeated nationwide surveys,
More Doctors Smoke CAMELS than any other cigarette!
Doctors in every branch of medicine were asked, "What cigarette do you smoke?" The brand named most was Camel!
THE DOCTORS' CHOICE IS AMERICA'S CHOICE!
CAMEL
For 30 days, test Camels in your "T-Zone" (T for Throat, T for Taste).
www.StrangeCosmos.com

Re-Imagination of Connectivity…

THEN…

NOW…

Re-Imagination of Photography…

THEN…

Dedicated Camera / Manually
Transfer Digital Files / Develop Films

NOW…

(Instagr.am / Camera+ / Hipstamatic…)
Always With You Camera (Smartphone) /
Instant Digital Effects / Share / Sync / Discover

Re-Imagination of Navigation + Live Traffic Info…

THEN…

Physical Copies of Map in Car /
TV, Radio Reporting of Traffic Info

NOW…

(Waze)
User-Generated Digital Map /
Live Crowd-Sourced Traffic Data

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Re-Imagination of Books…

THEN…

NOW…
(Amazon Kindle / Apple iBooks)

Re-Imagination of Learning…

THEN…

NOW…

From learning by listening to learning by doing… Education and learning will become as much fun as videogames. And we call it 'full body learning.'

- Bing Gordon
Partner, KPCB

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In the World of Education We Are Currently Witnessing an Epic Collision of Many Trends

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- **Explosive Growth in Technology**
- **Shifting Policy Environment**
- **Major Leaps in Learning Sciences**
- **The Drive Toward Personalization**
- **Economic Pressure on Our Traditional Delivery Model**
- **Widespread Dissatisfaction with the Status Quo**

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We're Sitting on a Fragile Fault Line and Something's Gotta Give

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Words like '*innovative*', '*transformative*', and '*disrupt*' have gained popularity

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In with the new and shiny!

Out with the old, tired, and shabby!

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NOT SO FAST!

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We must move forward, improving the system we have, while simultaneously working to invent a new system, capable of transporting our learners to the future.

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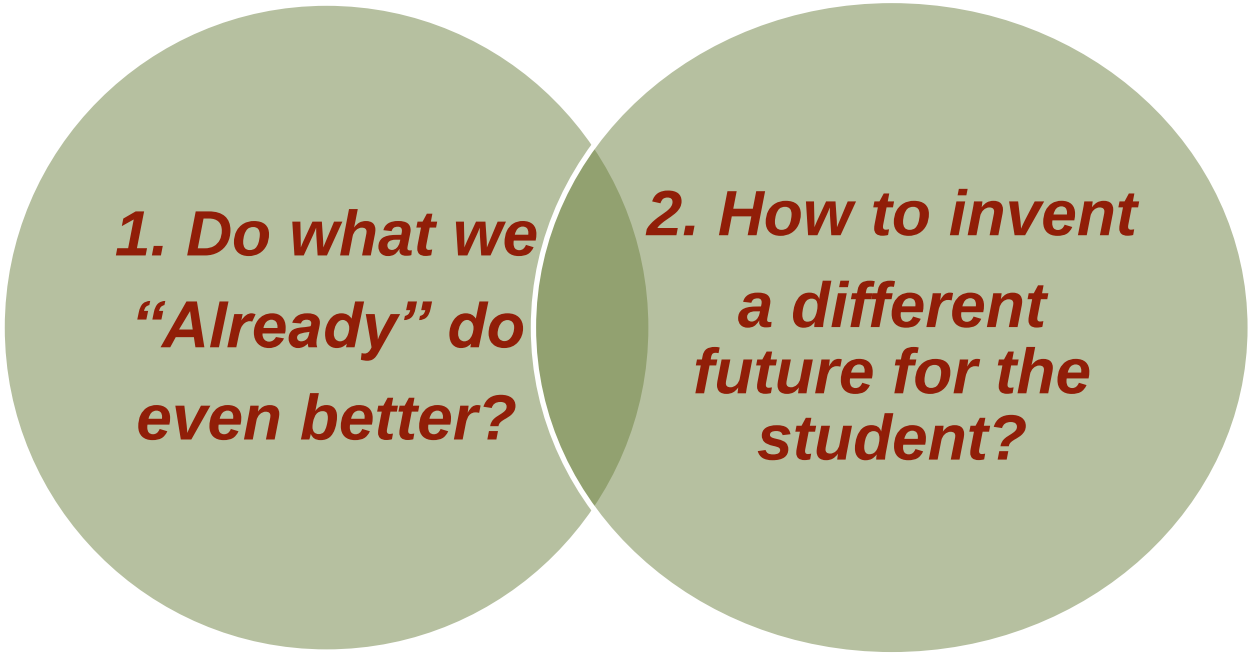
We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines*:** ***Operating Excellence ***Innovation***



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- **Micro-Wave Ovens**
- **Cell Phones**
- **Direct Deposit**
- **Auto Bill Paying**
- **Shopping Online**

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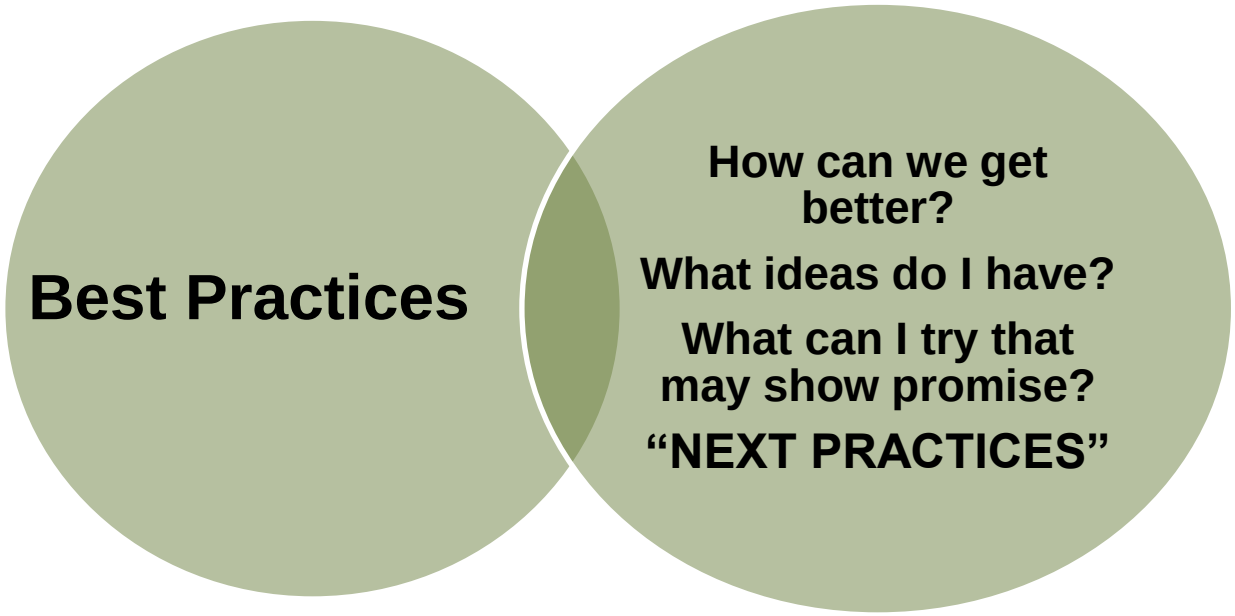
We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines: ***Operating Excellence*** ***Innovation***



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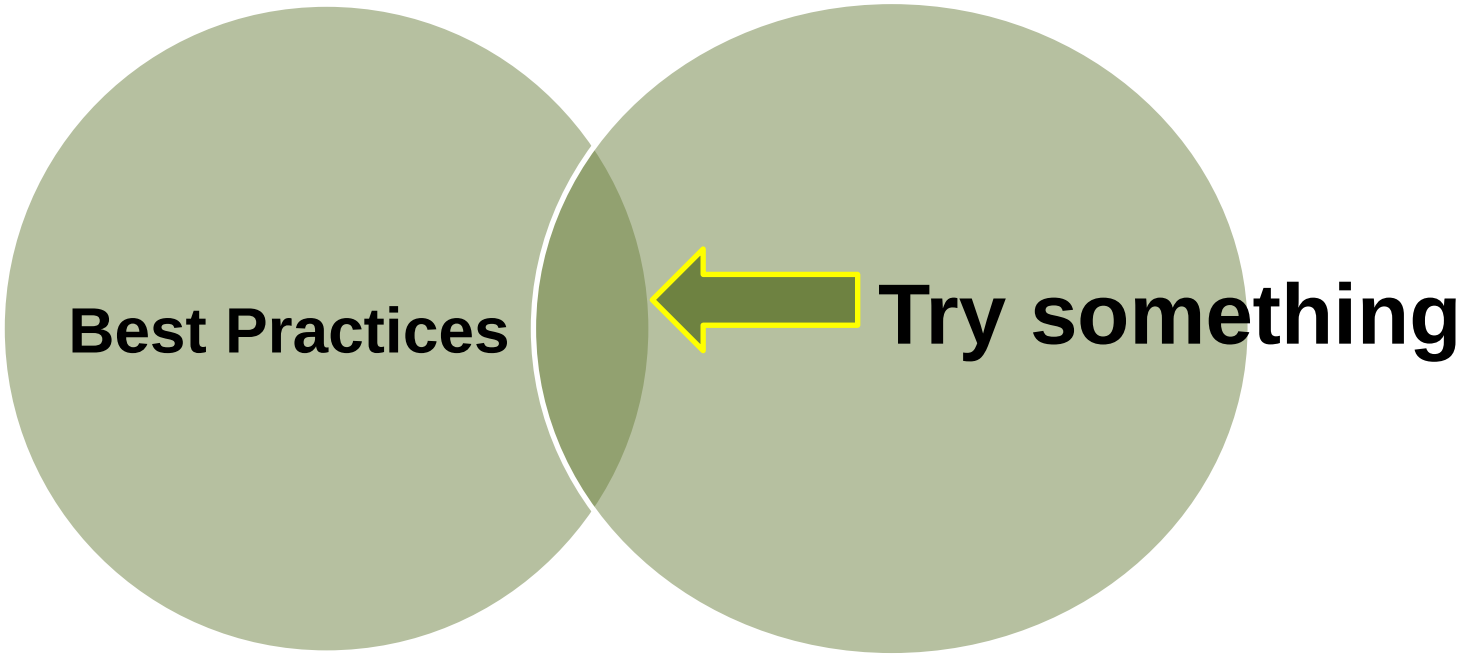

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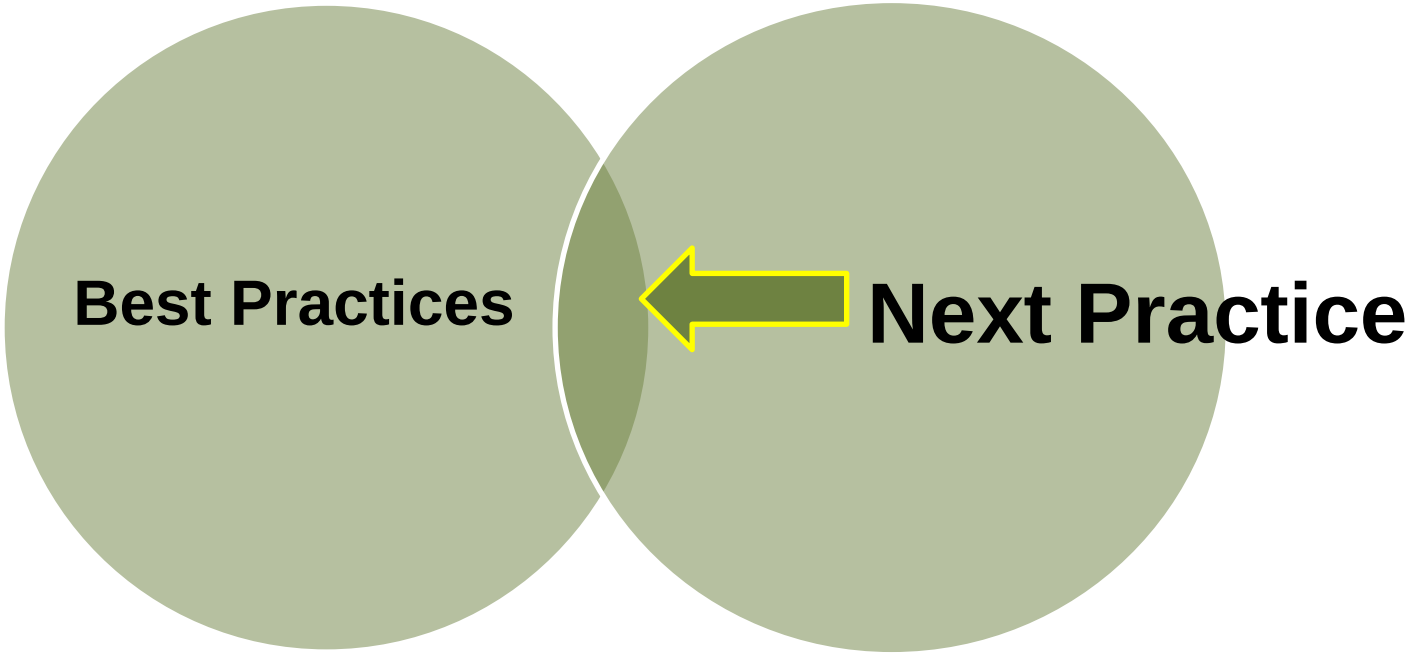

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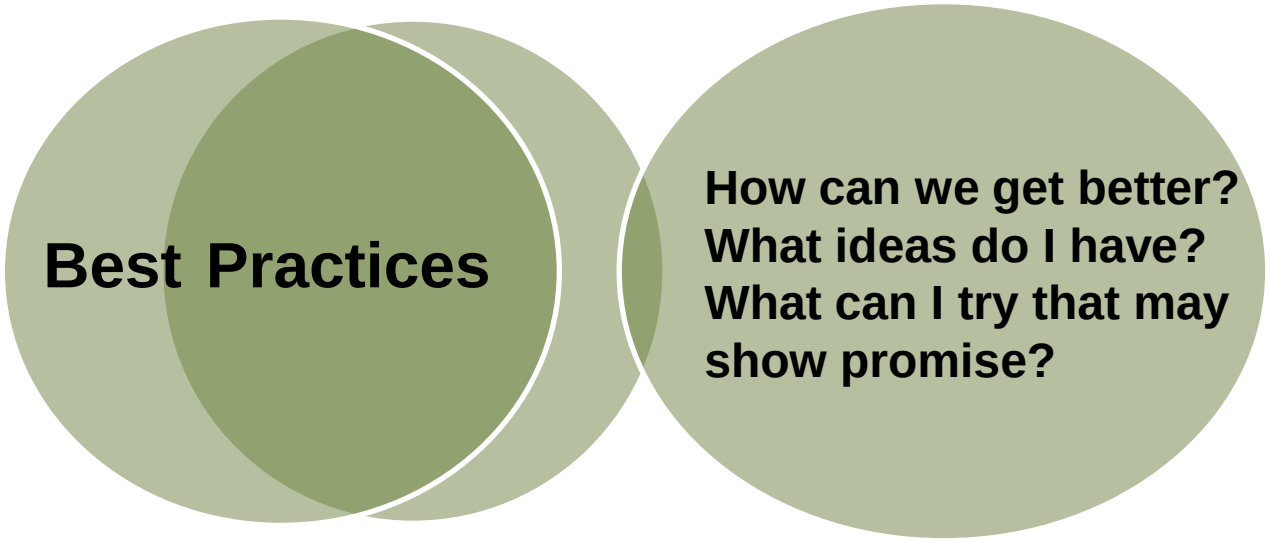
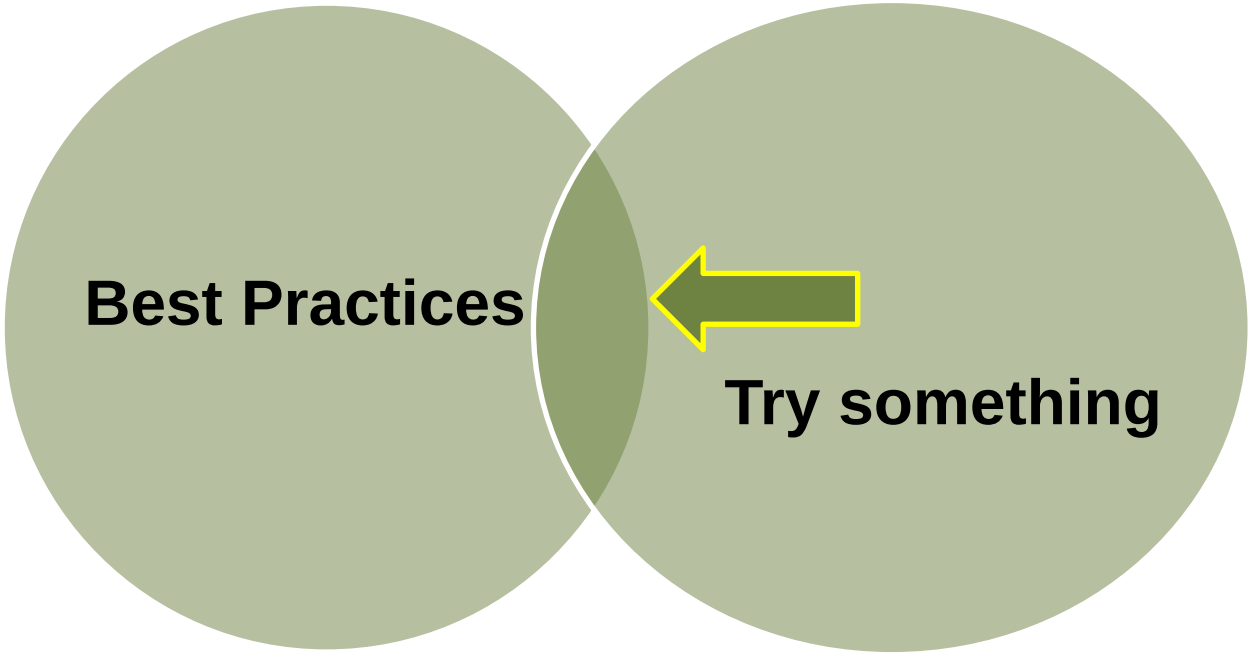
Disciplines: ***Operating Excellence*** ***Innovation***



THE NEXT PRACTICE BECOMES THE NEW BEST PRACTICE

We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines: ***Operating Excellence*** ***Innovation***



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Theme

Self-Learning Theory

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"In the next 20 years, power will shift to the customer – for the simple reason that the customer now has full access to information worldwide."

- *Peter Drucker*

Learning

Today teaching is “one” but “not” the only way to achieve learning.

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We've Created False Proxies For Learning…

- **Finishing a course or textbook has come to mean achievement**
- **Listening to lecture has come to mean understanding**
- **Getting a high score on a standardized test has come to mean proficiency**

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A Question…

- What do we mean by learning?

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Learning Should Have Its Roots in…

- **Meaning, not just memory**
- **Engagement, not simply transmission**
- **Inquiry, not only compliance**
- **Exploration, not just acquisition**
- **Personalization, not simply uniformity**
- **Collaboration, not only competition**
- **Trust, not fear**

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What do we mean by learning?

- If learning is about productive learning, "students wanting to learn more" then it suggests a transfer of power over the learning from the teacher to the student.

RISE OF THE SELF-LEARNER

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I Tweeted this recently…

- A teacher who teaches a student to learn without them, prepares the student for success in the 21st century…. @Ray_McNulty

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Perhaps a change in how we think?

- How would I teach this?

- How would I learn this?

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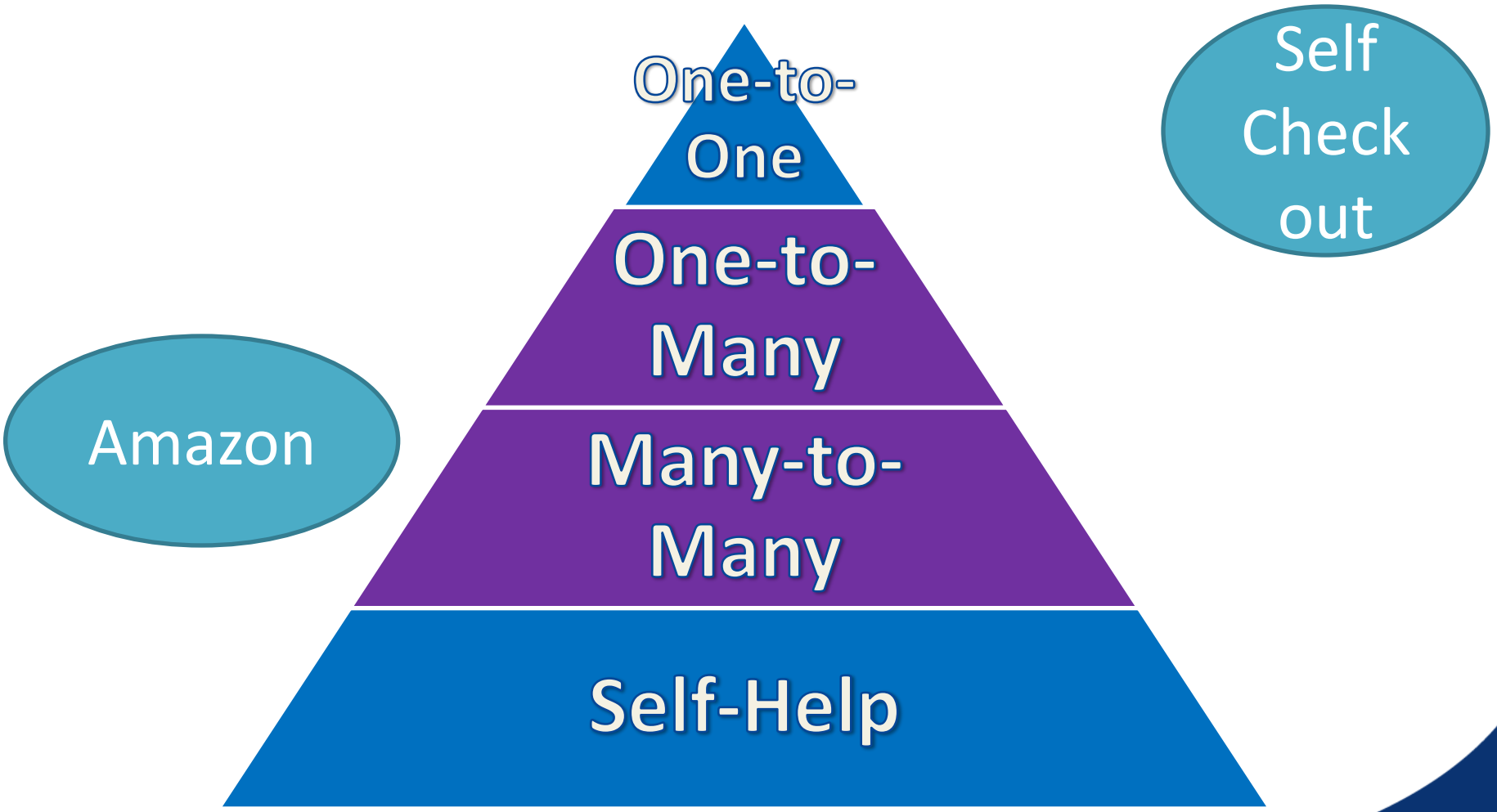
Creating A Learning Culture Where Peer to Peer and Self-Help are the Preferred Methods to Learn



THOUGHTS ???

- Why it can’t happen…..

- Why it can happen…..

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Theme

A Trend That Will Disrupt Us

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- Technology and Learning

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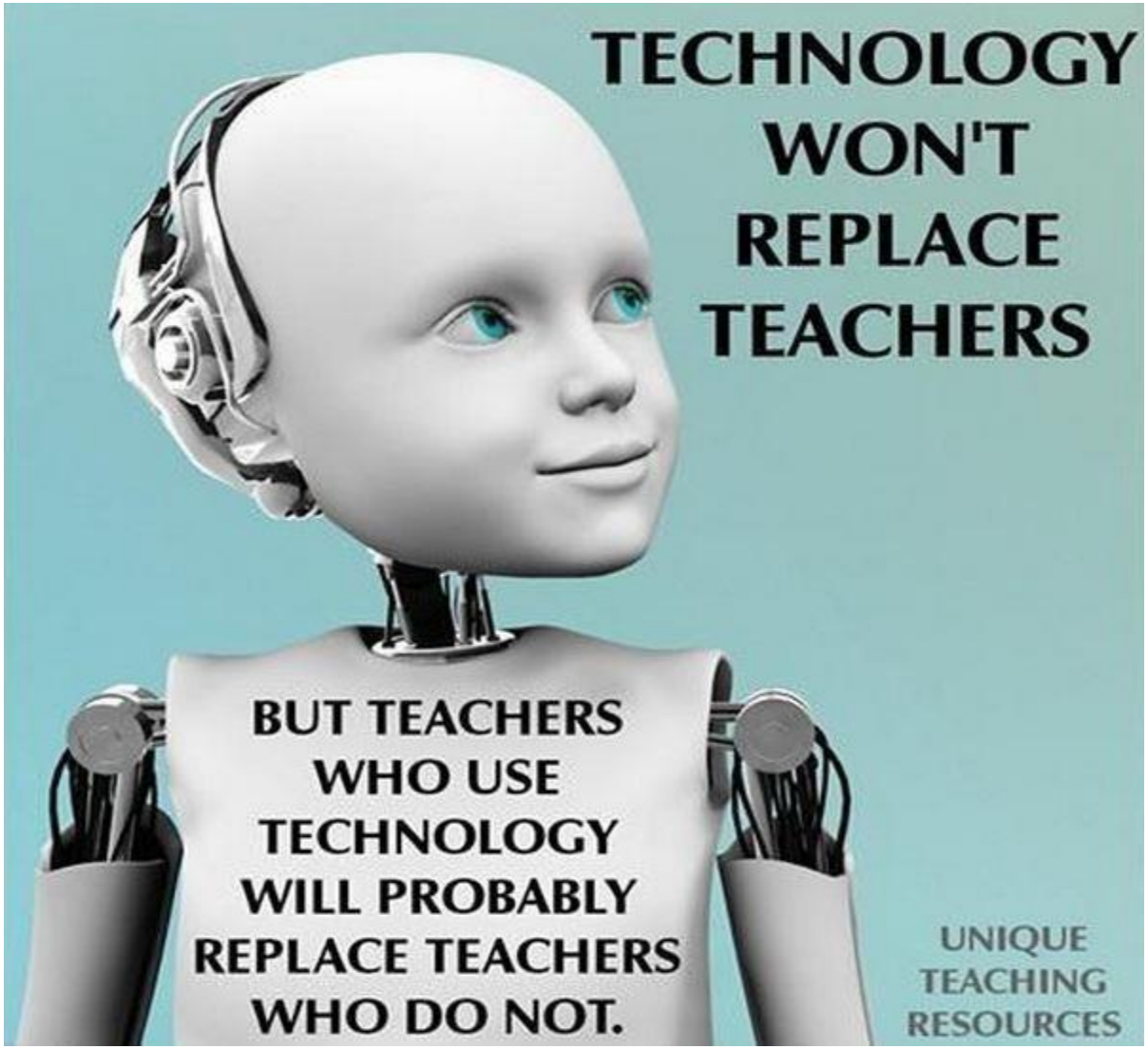

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Technological change is not additive, it is ecological, it changes everything.

» Neil Postman

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How has technology impacted

- Checking account
- Paying bills
- Buying gifts
- Medical changes
- Etc……..

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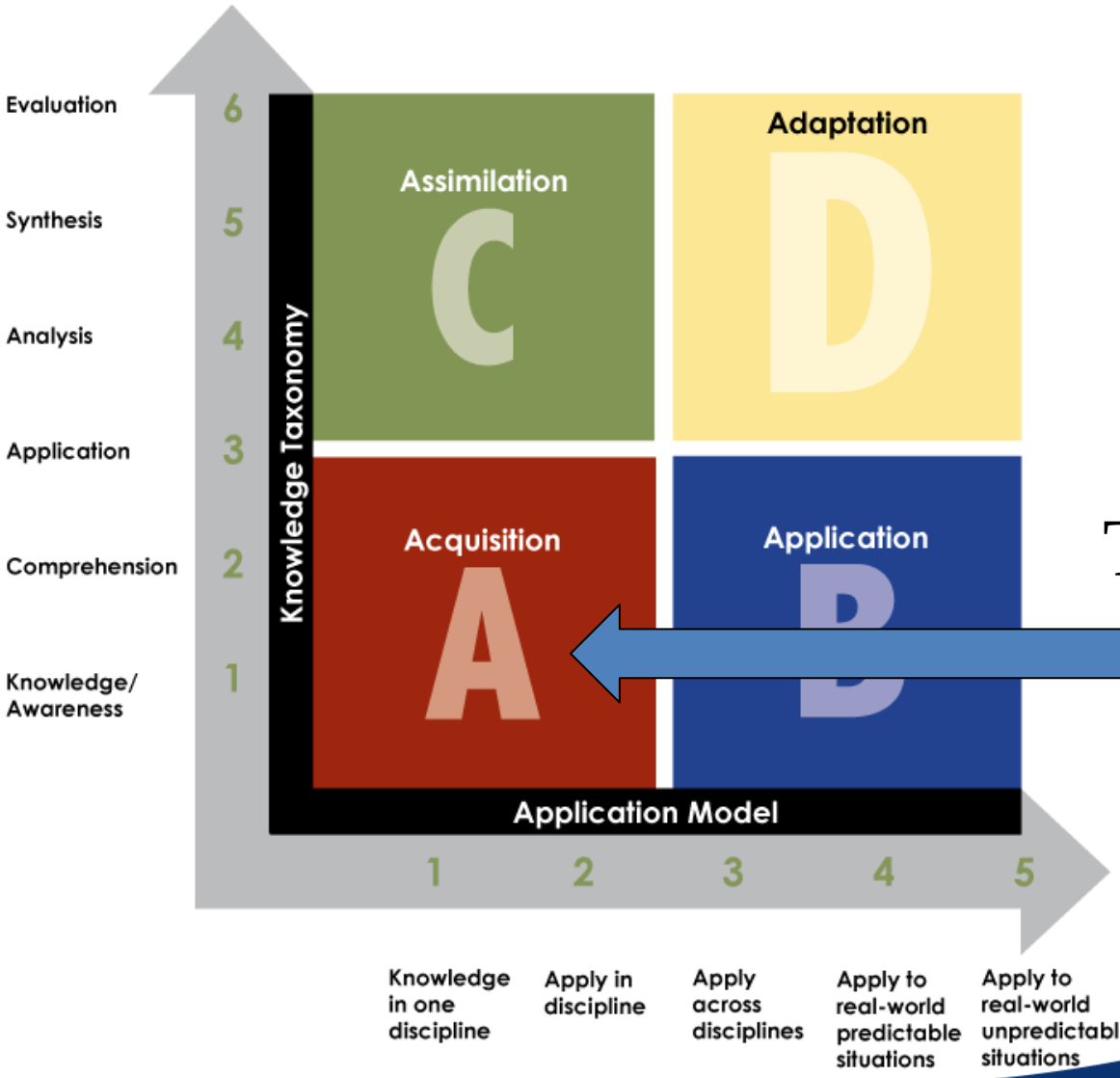
Rigor/Relevance Framework®



Technology

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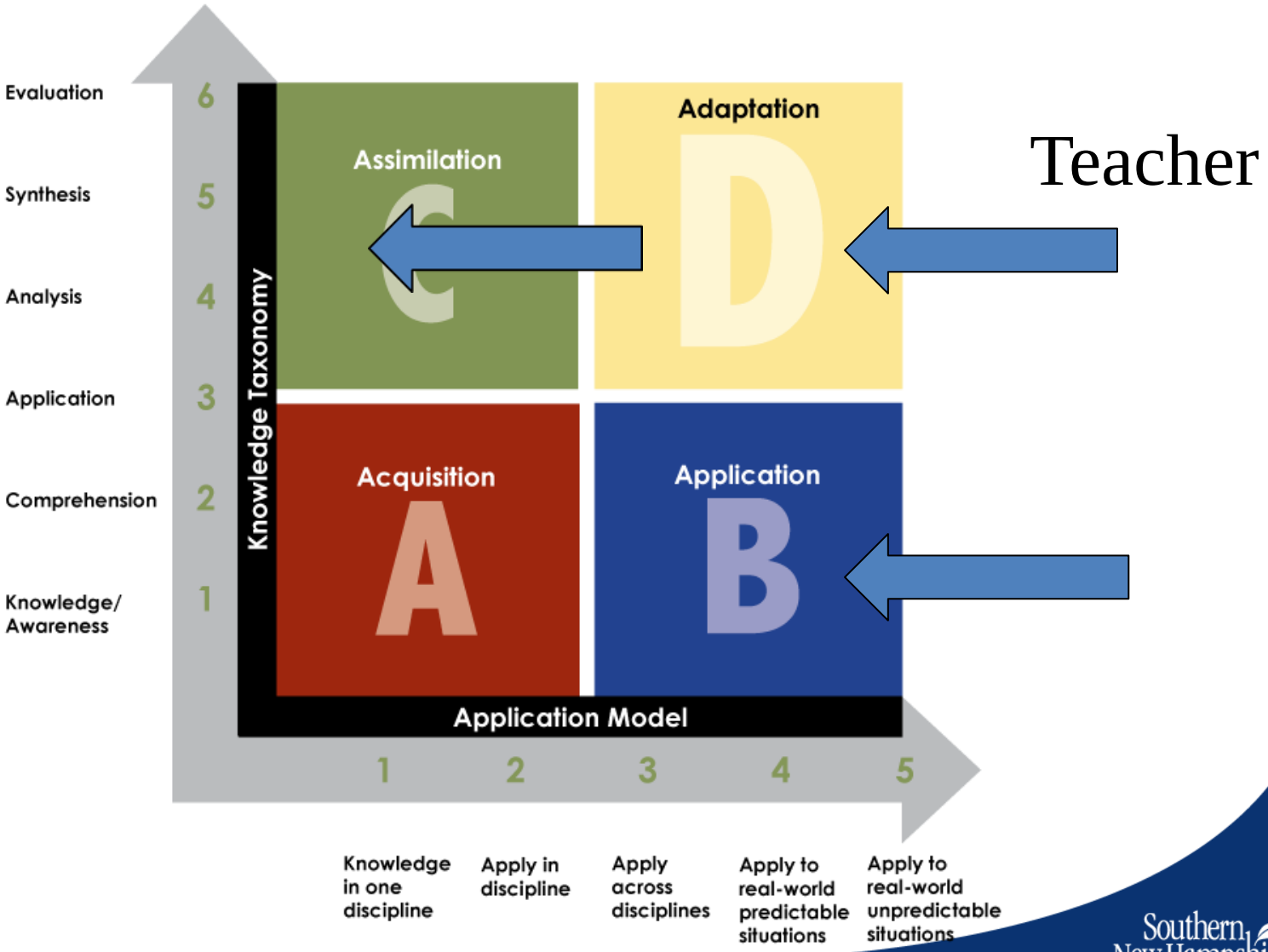
Rigor/Relevance Framework®



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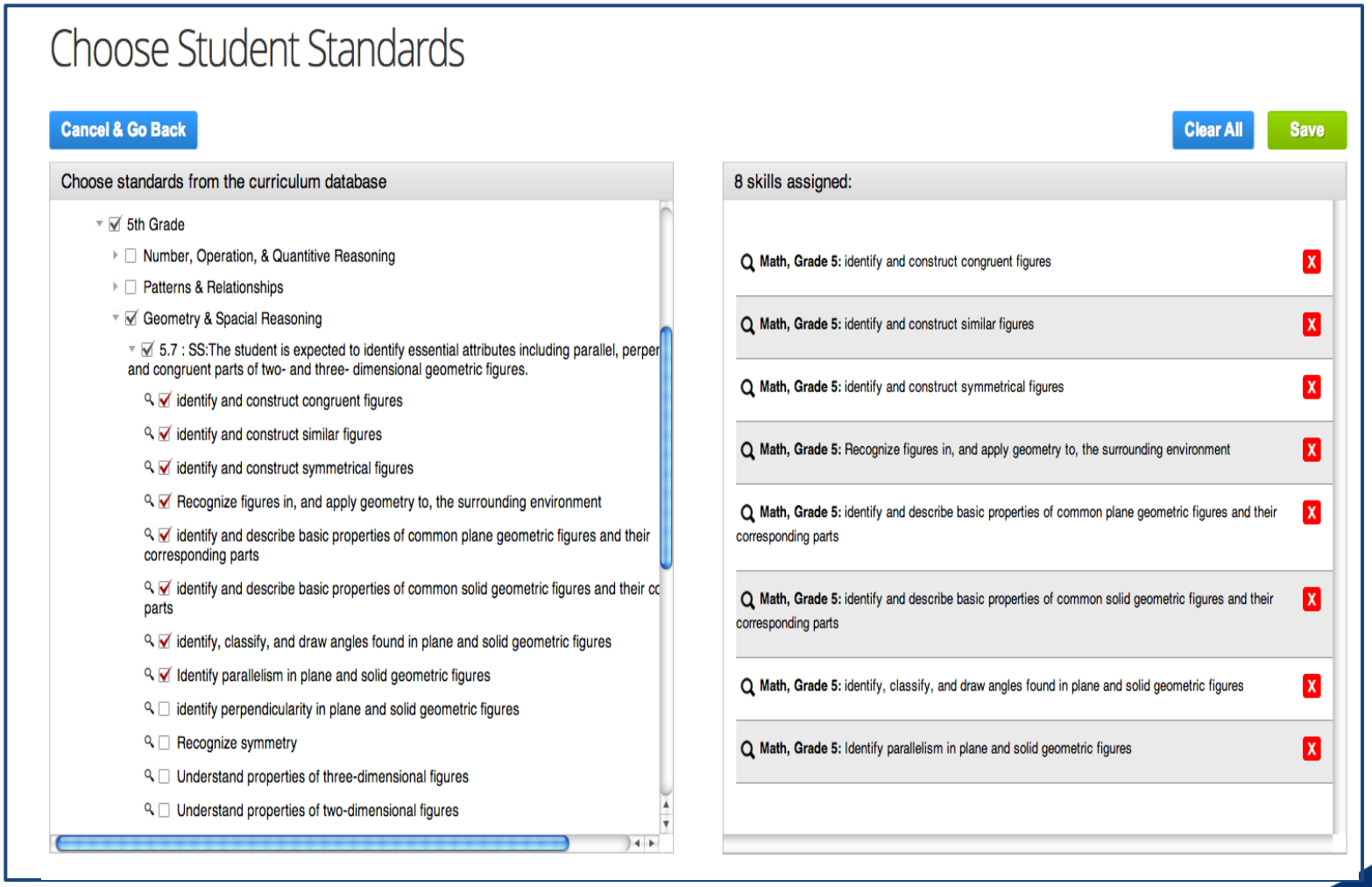
Stride Academy Solves the Problem of Unpacking CCSS/TEKS/State Standards



A Closer Look at Unpacked Skills

- Measurement
  - 5.10.A : SS: Perform simple conversions within the same measurement system (SI (metric) or customary);
  - 5.10.B : SS: Connect models for perimeter, area, and volume with their respective formulas; and
  - 5.10.C : RS: Select and use appropriate units and formulas to measure length, perimeter, area, and volume.
  - 5.11.A : SS: Solve problems involving changes in temperature; and
  - 5.11.B : SS: Solve problems involving elapsed time.
    - estimate measures of time
    - measure time using customary units
    - solve real-world problems involving time

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Personalize Learning with Limited Teacher Involvement

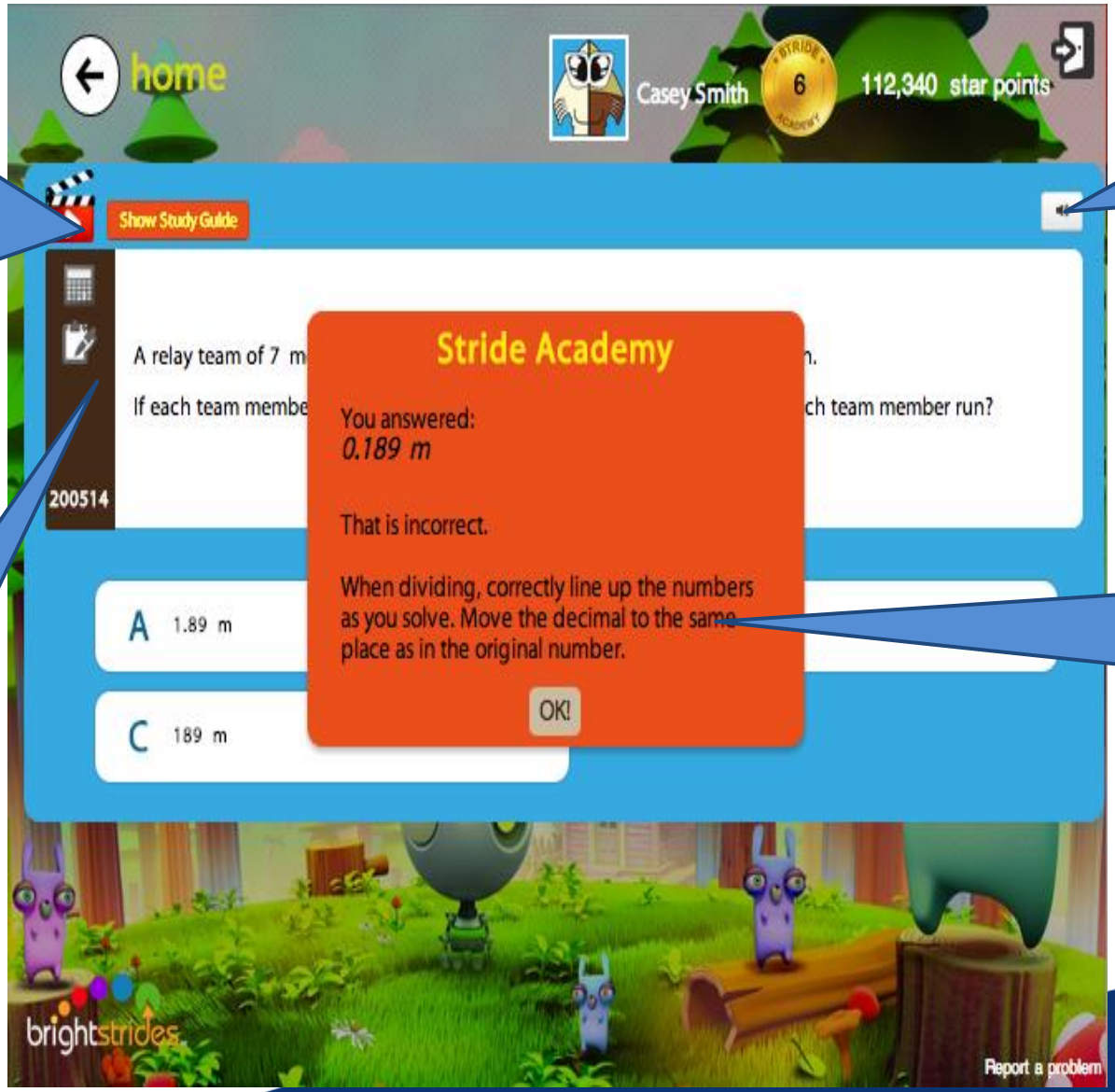
Student STRIDE™ Adaptive Learning Report: Jenny Smith

DATE	SKILL	GRADE	SUCCESS RATE
1/20/14	Multiply multi-digit numbers with the standard algorithm	Grade 5	51%
1/21/14	Multiply two-digit numbers with the standards algorithm	Grade 5	58%
1/22/14	Multiply a multi-digit number by a single digit	Grade 4	65%
1/23/14	Solve multiplication problems using area models for double digit multiplication	Grade 4	72%
1/24/14	Demonstrate an understanding of basic multiplication facts	Grade 3	82%
1/25/14	Multiply a two digit number by a single digit	Grade 4	87%

Built-in Instructional Support Tools

Targeted video lessons and study guides support the skill in question.

Scientific calculator and scratchpad



Voiceover and dictionary support

Educational rationales provide instant feedback.

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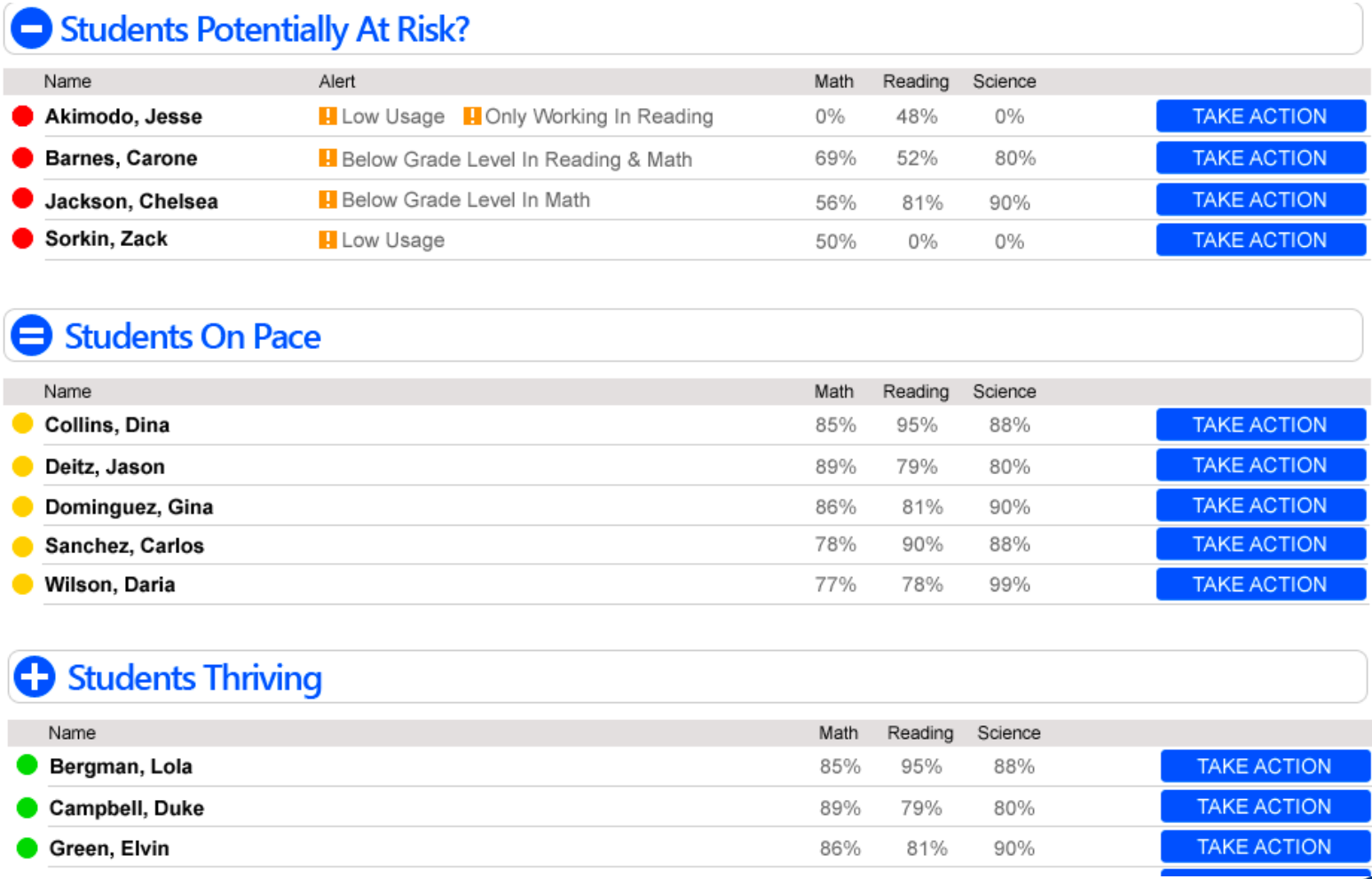
Technology makes your job easier



Students Potentially At Risk?

Name	Alert	Math	Reading	Science	
Akimodo, Jesse	Low Usage; Only Working In Reading	0%	48%	0%	TAKE ACTION
Barnes, Carone	Below Grade Level In Reading & Math	69%	52%	80%	TAKE ACTION
Jackson, Chelsea	Below Grade Level In Math	56%	81%	90%	TAKE ACTION
Sorkin, Zack	Low Usage	50%	0%	0%	TAKE ACTION

Students On Pace

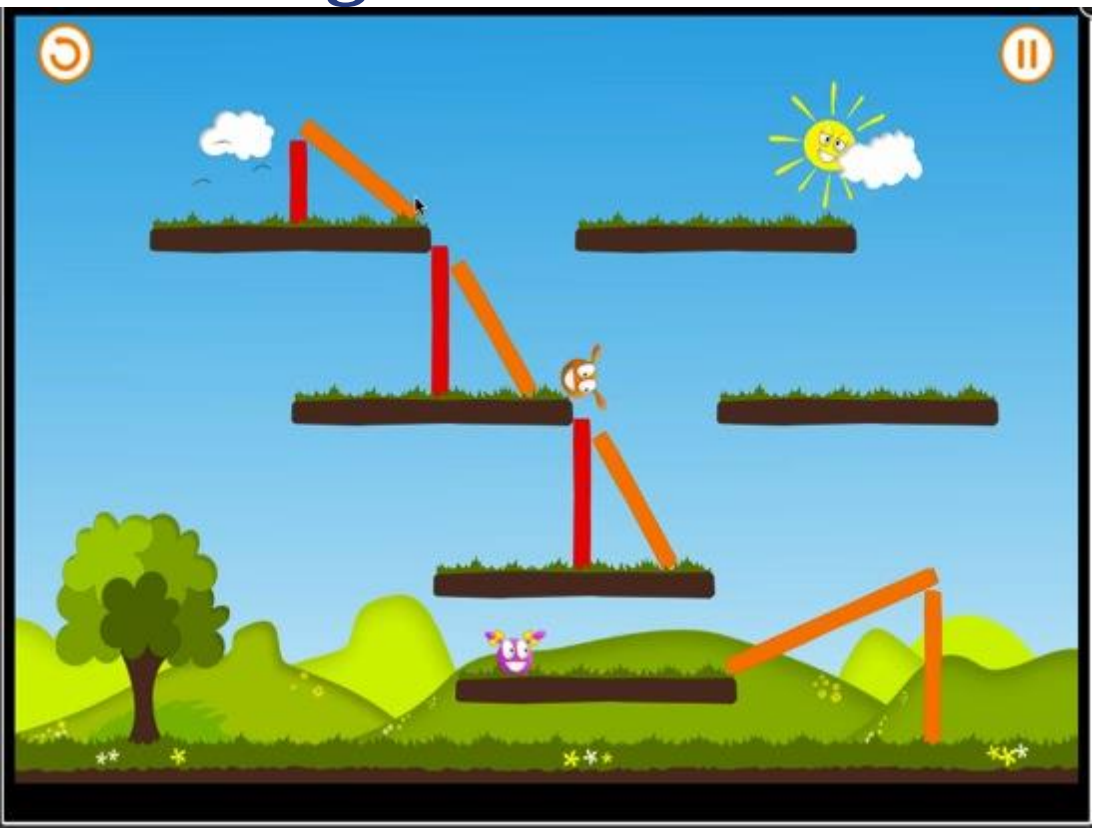
Name	Math	Reading	Science	
Collins, Dina	85%	95%	88%	TAKE ACTION
Deitz, Jason	89%	79%	80%	TAKE ACTION
Dominguez, Gina	86%	81%	90%	TAKE ACTION
Sanchez, Carlos	78%	90%	88%	TAKE ACTION
Wilson, Daria	77%	78%	99%	TAKE ACTION

Students Thriving

Name	Math	Reading	Science	
Bergman, Lola	85%	95%	88%	TAKE ACTION
Campbell, Duke	89%	79%	80%	TAKE ACTION
Green, Elvin	86%	81%	90%	TAKE ACTION

Academic Games

- Logic



- Typing Practice

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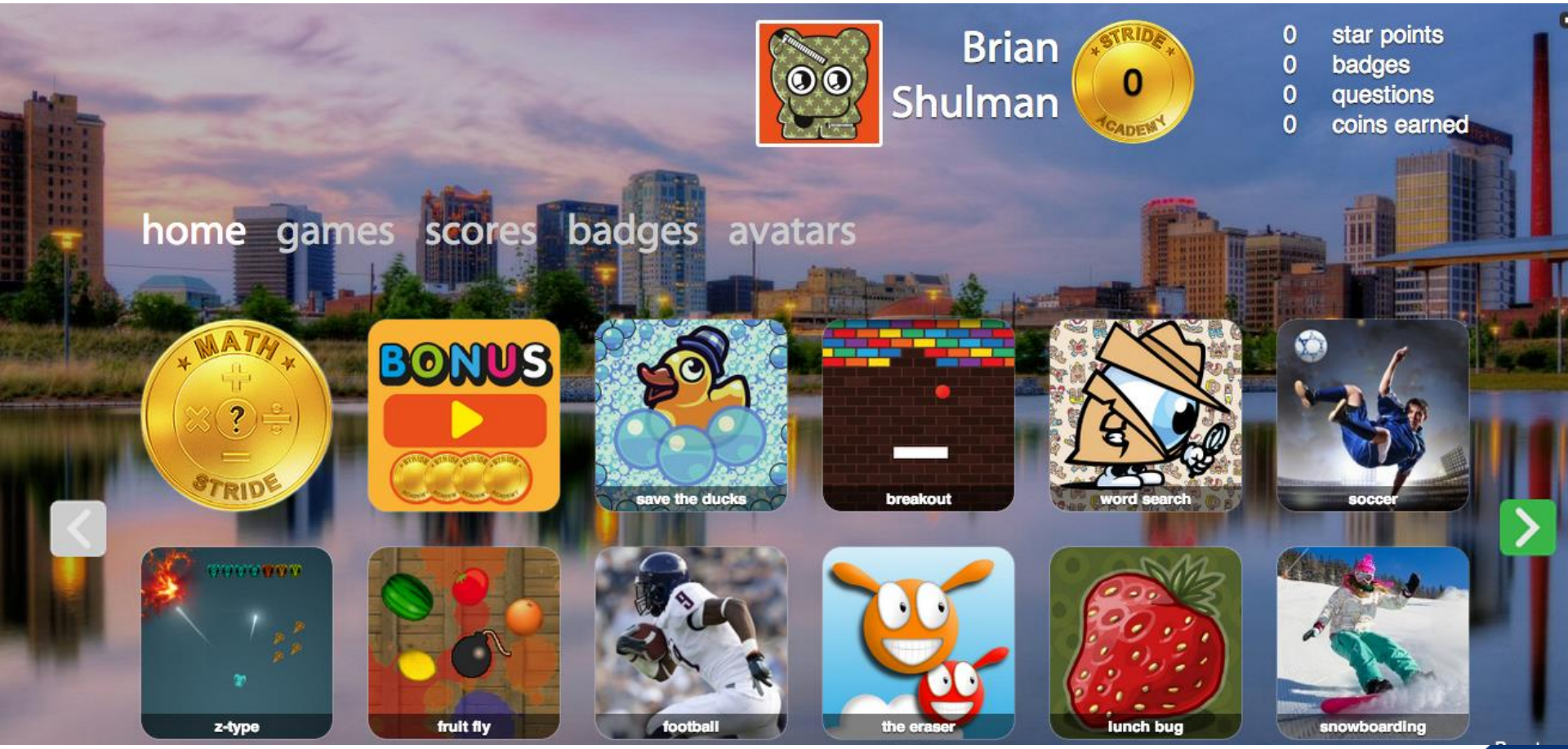
Reward



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Theme

Some Thoughts

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CULTURE DRIVES STRATEGY

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WE need to become the **AGENTS**

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1. Quantitative Data

2. Qualitative Data

3. Ask Great Questions

Teacher – Student Comparisons

T – I make learning exciting for my students.	86%
S – My teachers make learning fun.	41%

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Teacher – Student Comparisons

T – I am aware of my students' interests outside of school.	84%
S – My teachers know my interests outside of school.	28%

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Academic
Motivation
• Getting good grades is important to me.
• I push myself to do better academically.
• I want to do my best at school.
• I put forth my best effort at school.

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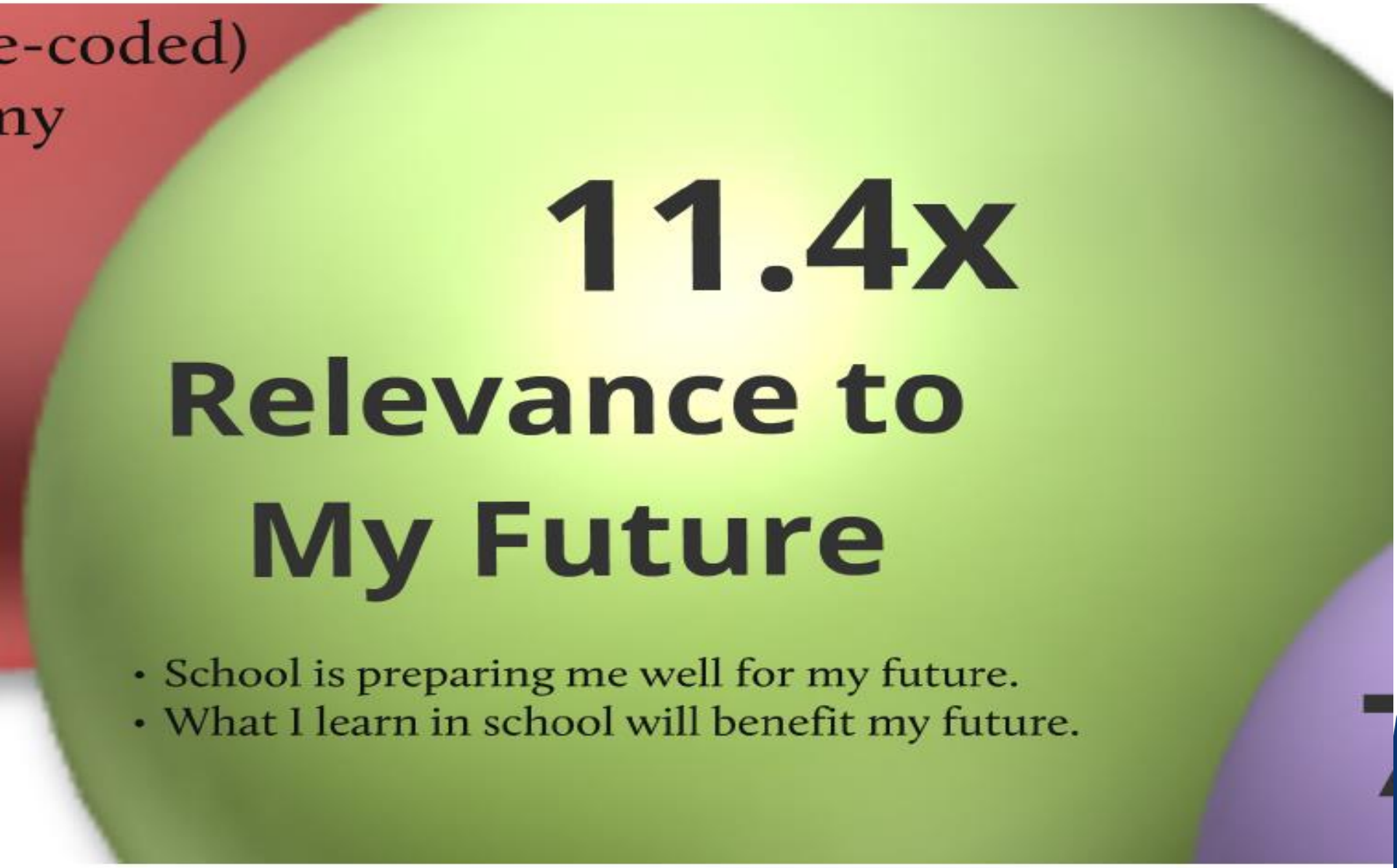
14.8x
Future
Orientation
• I am excited about my future.
• I think it is important to set high goals.
• Scho
• I enj
• I lea
inte

Engagement
14.1x
• School inspires me to learn.
• I enjoy learning new things.
• I learn new things that are interesting to me at school.
• I enjoy being at school.
• School is boring. (reverse-coded)
• I enjoy participating in my classes.
11.


e-coded)
ny
11.4x
Relevance to
My Future
• School is preparing me well for my future.
• What I learn in school will benefit my future.

1. Technical Challenges
2. Culture Challenges
3. Leading and Lagging Indicators

EPIC
WIN!

The New Normal for Education:

Join the Revolution or Accept the Status Quo

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