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

Blazing the Trail: Competency-Based Education at SNHU

SNHU Wins Educational Advertising Awards Winners

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

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

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

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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

SNHU Named a “Best Buy” for Online Leadership Program

SNHU is Once Again Honored as Top Military-Friendly School

National Champions
Southern New Hampshire University
FOR RELENTLESSLY REINVENTING HIGHER ED, ONLINE AND OFF
Themes

• The Education Landscape
• Self-Learning Theory
• A Trend That Will Disrupt
• Some Thoughts
The Education Landscape Today
Almost everyone wants schools to be better,

but almost no one wants them to be different.
First Different - Then Better
“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*
Our biggest challenge is...

The “Status Quo”
You can’t build the future by perfecting the past.
Oh, crap!
Was that TODAY?
1. Do what we “Already” do even better?

2. How to invent a different future for the student?

**Operating Excellence**

**Innovation**

**Disciplines:**

- Operating Excellence
- Innovation

**Characteristics:**

- Discipline, Focus
- Fast, test and learn, disruptive

**Measures:**

- Consistent & incremental improvements
- Creativity, fast failures, breakthrough improvements

School of Education
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

School of Education
Education

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

Extreme shifts in:

- Information access
- Social influence
- Tech savvy
- Time
- Engagement

20th Century Student

21st Century Student

Student Segments

Student Segments
“Ideals not Norms”
What kind of education is needed at this moment in history?
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”
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

School of Education
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.
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

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.
Sustaining Innovation

School of Education
Disruptive Innovation
First Different - Then Better
First practice must change, then results, then policy.
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!

You’ll enjoy Camels for the same reasons so many doctors enjoy them. Camels have rich, mild taste, packs after packs, and a flavor unmatched by any other cigarette.

Make this testable test. Smoke only Camels for 30 days and see how well Camels please your taste, how will they suit your throat or your satisfy your smoke. You’ll see how enjoyable a cigarette can be!

THE DOCTORS’ CHOICE IS AMERICA’S CHOICE!

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
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
In the World of Education
We Are Currently Witnessing an Epic Collision of Many Trends
• 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
We’re Sitting on a Fragile Fault Line and Something’s Gotta Give
Words like ‘innovative’, ‘transformative’, and ‘disrupt’ have gained popularity
In with the new and shiny!

Out with the old, tired, and shabby!
NOT SO FAST!
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.
We Must Make Progress on Two Important, Yet Divergent Disciplines

**Disciplines:**

1. Do what we “Already” do even better?

2. How to invent a different future for the student?
• Micro-Wave Ovens
• Cell Phones
• Direct Deposit
• Auto Bill Paying
• Shopping Online
We Must Make Progress on Two Important, Yet Divergent Disciplines

**Disciplines:** Operating Excellence

**Innovation**

- How can we get better?
- What ideas do I have?
- What can I try that may show promise?
- “NEXT PRACTICES”
We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines: Operating Excellence  Innovation

Try something
We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines: Operating Excellence  Innovation

Best Practices  Next Practice
Disciplines: Operating Excellence  Innovation

Best Practices

How can we get better?
What ideas do I have?
What can I try that may show promise?

THE NEXT PRACTICE BECOMES THE NEW BEST PRACTICE
We Must Make Progress on Two Important, Yet Divergent Disciplines

Disciplines: Operating Excellence  Innovation

Best Practices  Try something
Theme

Self-Learning Theory
“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.
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
A Question...

• What do we mean by learning?
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
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
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
Perhaps a change in how we think?

• How would I teach this?

• How would I learn this?
Creating A Learning Culture Where Peer to Peer and Self-Help are the Preferred Methods to Learn

School of Education
THOUGHTS ???

• Why it can’t happen.....

• Why it can happen.....
A Trend That Will Disrupt Us
• Technology and Learning
TECHNOLOGY WON'T REPLACE TEACHERS

BUT TEACHERS WHO USE TECHNOLOGY WILL PROBABLY REPLACE TEACHERS WHO DO NOT.
Technological change is not additive, it is ecological, it changes everything.

» Neil Postman
How has technology impacted us?

- Checking account
- Paying bills
- Buying gifts
- Medical changes
- Etc.........
Rigor/Relevance Framework®

Teacher

Knowledge Taxonomy

Application Model

1. Knowledge in one discipline
2. Apply in discipline
3. Apply across disciplines
4. Apply to real-world predictable situations
5. Apply to real-world unpredictable situations

Assimilation

Adaptation

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

Choose Student Standards

8 skills assigned:

- Math, Grade 5: Identify and construct congruent figures
- Math, Grade 5: Identify and construct similar figures
- Math, Grade 5: Identify and construct symmetrical figures
- Math, Grade 5: Recognize figures in, and apply geometry to, the surrounding environment
- Math, Grade 5: Identify and describe basic properties of common plane geometric figures and their corresponding parts
- Math, Grade 5: Identify and describe basic properties of common solid geometric figures and their corresponding parts
- Math, Grade 5: Identify parallelism in plane and solid geometric figures
- Math, Grade 5: Identify and classify, and draw angles found in plane and solid geometric figures
- Math, Grade 5: Identify perpendicularity in plane and solid geometric figures
- Math, Grade 5: Identify parallelism in plane and solid geometric figures

School of Education
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
## Personalize Learning with Limited Teacher Involvement

### Student STRIDE™ Adaptive Learning Report: Jenny Smith

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

School of Education
# Technology makes your job easier

## Students Potentially At Risk?

<table>
<thead>
<tr>
<th>Name</th>
<th>Alert</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akimodo, Jesse</td>
<td>Low Usage, Only Working In Reading</td>
<td>0%</td>
<td>40%</td>
<td>0%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Barnes, Carone</td>
<td>Below Grade Level In Reading &amp; Math</td>
<td>69%</td>
<td>52%</td>
<td>80%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Jackson, Chelsea</td>
<td>Below Grade Level In Math</td>
<td>56%</td>
<td>81%</td>
<td>90%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Sorkin, Zack</td>
<td>Low Usage</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>TAKE ACTION</td>
</tr>
</tbody>
</table>

## Students On Pace

<table>
<thead>
<tr>
<th>Name</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collins, Dina</td>
<td>85%</td>
<td>95%</td>
<td>88%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Deitz, Jason</td>
<td>89%</td>
<td>79%</td>
<td>80%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Dominguez, Gina</td>
<td>86%</td>
<td>81%</td>
<td>90%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Sanchez, Carlos</td>
<td>78%</td>
<td>90%</td>
<td>88%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Wilson, Daria</td>
<td>77%</td>
<td>78%</td>
<td>99%</td>
<td>TAKE ACTION</td>
</tr>
</tbody>
</table>

## Students Thriving

<table>
<thead>
<tr>
<th>Name</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bergman, Lola</td>
<td>85%</td>
<td>95%</td>
<td>88%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Campbell, Duke</td>
<td>89%</td>
<td>79%</td>
<td>80%</td>
<td>TAKE ACTION</td>
</tr>
<tr>
<td>Green, Elvin</td>
<td>66%</td>
<td>81%</td>
<td>90%</td>
<td>TAKE ACTION</td>
</tr>
</tbody>
</table>
Academic Games

• Logic

• Typing Practice
Reward
Theme

Some Thoughts
CULTURE DRIVES STRATEGY
WE need to become the AGENTS
1. Quantitative Data

2. Qualitative Data

3. Ask Great Questions

School of Education
## Teacher – Student Comparisons

<table>
<thead>
<tr>
<th>T – I make learning exciting for my students.</th>
<th>86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S – My teachers make learning fun.</td>
<td>41%</td>
</tr>
</tbody>
</table>
### Teacher – Student Comparisons

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – I am aware of my students’ interests outside of school.</td>
<td>84%</td>
</tr>
<tr>
<td>S – My teachers know my interests outside of school.</td>
<td>28%</td>
</tr>
</tbody>
</table>
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.
Future Orientation

- I am excited about my future.
- I think it is important to set high goals.
Engagement

- 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.
11.4x

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
The New Normal for Education:
Join the Revolution or Accept the Status Quo

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