

Disruptive Innovation Moving Online

John Richards, PhD, President, Consulting Services for Education, Inc.

Doug Cremer

Steve Siegel

The established purpose of the session was to take a look at the issue of moving material online in the postsecondary world. To establish the theme of the workshop, reference was made to Clayton M. Christensen's upcoming book, [Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns](#), describing digital, online learning as a disruptive technology

Doug Cremer discussed engaging teaching and learning technology trends. He cited California (which houses 25% of American college students) as a particularly collaborative environment. 90 California colleges and universities are collaborating with one another across the state and utilizing the best elements of participating schools to build curriculum and a curriculum-delivery system. This coalition is rapidly developing partnerships that will eventually deliver curriculum to K-12 students. The schools are using collaborative tools such as Web 2.0 and Learning Management Systems (i.e. Blackboard, Moodle, and YouTube). These tools are readily available for students and maximize their ability to communicate and learn.

Cremer said that different digital content standards have been developed to cover:

- Meta data framework
- How to label
- How to chunk material
- Accessibility standards

Open Source Support has also been utilized via Moodle. While Cremer supported the open source platform, he quickly reminded the audience that open source is not free and not the only source available. He then spoke about sustainable programs and learning how to use an existing source of funds to maintain a sustainable model. Sustainable programs will diversify and improve course content.

He advised vendors to concentrate on collaborative tools; their role in communities of interest is unclear.

John Richards spoke next. Richards works primarily with the California State University System (home to 23 campuses, 440,000 students and 14,000 faculty) and described the system's mission: to provide students with an excellent education. He hoped to achieve this by enabling the following:

- Affordability for students
- Accessibility for all (508 compliance)
- Transforming education – new choices for all
- Accountability for learning

The digital market place is a win-win-win-win-win situation, citing the ways in which content, faculty, students, publishers and universities alike will all benefit.

Richards described the online environment as a disruptive presence. The partnership strategy, given the wide variety of publishers, may lead to disaggregation of text books. This is a potentially big thing for publishers.

Steve Siegel began by noting that none of the speakers had said a thing about bookstores yet. Bookstores are approximately a \$6 billion marketplace in the U.S. for post-secondary books. At present, students can decide how and where they purchase textbooks; students have effectively replaced universities as the most valuable client in this market. Siegel continued by remarking that e-commerce makes us rethink the market place. Exactly who, he proposed, is buying the services? The digital marketplace is a hybrid marketplace; one that is still trying to figure out what is going to happen and how. Everything is in the design stage.

Siegel said that a product with a lower cost and a higher value is the key to imbuing college text material with an I-tunes value. He concluded with the statement that disaggregation of content conversation has gone on for several years and remains a conversation; a convergence of forces is shaping the marketplace.