



NEW WAYS OF TEACHING AND LEARNING

BI2020

HOW DO
WE TEACH
AND LEARN?

The aim of the project BI 2020 is to enable BI Norwegian Business School to start the dedicated work of positioning BI as an innovative and preferred provider of education. This entails delivery of research-based knowledge and the facilitation of learning and knowledge development for the students, and it includes exploring the possibilities new technologies open up for teaching and learning.

EXECUTIVE SUMMARY

The aim of the project BI 2020 is to enable BI Norwegian Business School to start the dedicated work of positioning BI as an innovative and preferred provider of education. This entails delivery of research-based knowledge and the facilitation of learning and knowledge development for the students, and it includes exploring the possibilities new technologies open up for teaching and learning.

Best practice for teaching and learning is changing. New technologies enable teaching and learning to have more flexibility regards to time, place, frequency and individual difference. The meeting between teacher and student will occur through more channels than the traditional lecture, which places emphasis on the monologue. BI's business model for teaching is highly based on a large volume of students per class. Teaching large classes began at BI at the end of the 1980's, and has been a successful business model for continued growth over the years. However, new technologies have changed the practices of how we work and how we learn, and we must recognize that a lectured monologue held in intervals of 3x45 minutes is not sufficient on its own to support the learning process for the future student. This model may be challenged by price (-) and by quality (+) from institutions that are pioneers in the use of new technologies. How BI supports the students' learning processes is therefore more than just a question of pedagogy. It is also a question of how to offer cutting edge studies in terms of content (courses and course combinations) and delivery (how we organize the student's learning process).

The project BI 2020 attempts to capture what is going on internationally, in terms of technological development and opportunities – What measures and strategies are taken by leading actors, and the potential consequences for BI. We have tried to identify and highlight the various trends that are already

manifesting themselves and how their presence could affect us towards 2020. We have used a variety of sources in terms of literature, online resources, study tours, interviews and conversations with experts as well as participation in and arranging conferences.

We have prepared three scenarios or visions of the future that BI needs to address. The purpose of the scenarios is to serve as a basis for discussions among faculty and staff. The following trends are represented through all the scenarios: Digital technology provides flexibility in time and space; Geographical distances are reduced; The distribution and democratization of knowledge occurs through digital media; The teacher is not the only one to define knowledge; Lectures, learning and documentation reflect the needs of current business models; Lectures have taken on new forms; The curriculum is digital; Massive Open Online Courses (MOOCs) challenge the existing educational systems.

These trends will have consequences for the physical meeting between student and teacher. The teacher's role will change from focusing on the delivery of physical lectures to the facilitation of the learning process, which will in turn provide challenges as well as exciting opportunities for faculty.

We do not believe that all our class rooms and lecture halls are redundant or obsolete in 2020. They will remain vital arenas for the physical meeting between students and faculty. The meeting will however change. The purpose and content of the "lecture" will reflect the trends in education. More emphasize will be placed on interaction through dialogue, discussion and mentoring.

New arenas for physical meetings between students, and between students

and teachers will emerge and take place in informal learning spaces, for instance learning cafés.

The work group suggests that three areas should be the focus of investments in order to develop new teaching methods based on new technologies for the next three years: 1) ICT systems for teaching and learning, 2) A pilot program in order to develop business and pedagogical concepts as well as competencies, and 3) framework for duties and payment of teaching hours. An underlying premise for these investments in technology and development of teaching methods is that this development is no longer driven by independent “enthusiasts” in the organization. The survey “ICT monitor” (Norway Opening Universities, 2011) states that it is vital that educational institutions implement strategies with specified responsibility on how to benefit from use of technology in teaching and learning. The age of the “enthusiast” is forgone.

© Norwegian Business School, March 2013
Report completed in December 2012
Editor: Work group BI 2020 by LearningLab, BI
Photo: Gerhard E. Schjelderup
Layout: Kirsti V. Nodeland
Print: RK Grafisk

BI as provider of education in 2020

Three scenarios of the future: How do we learn?

Through reflections from faculty and staff at BI, and interviews with selected experts both inside and outside the organization, the work group has immersed itself in questions that need to be addressed when faced with the rapid changes in education and technology.

We have prepared three scenarios of the challenges BI must address towards 2020. The purpose of the scenarios is to serve as basis for discussions about our future paths.

Our intention has been to create realistic scenarios. We hope they touch upon the central changes that are emerging, that they are credible and will be taken seriously, and that they are challenging enough to stimulate new thoughts and actions. The aim has not been to correctly guess how the future will unfold, rather contribute to encourage thoughts and acts that are wise and foresighted. All of the scenarios can be a part of our future. To some extent, all of them exist today.

We hope the scenarios can become a part of “the great discussion” that will address our future path.

In the following we give a peek into three different ideas of potential teaching and learning environments towards 2020!

JUST-IN-TIME SKILLS



“Just-in-time skills 2020” is a scenario where learning is tightly intertwined with business and industry. To a greater extent, students must perform in a real life context by solving actual tasks. The different educational institutions provide a collection of module based courses that can be combined to meet company-specific demands. The modules are available from a diverse collection of providers, and the traditional institutions for higher education will be challenged on relevance, speed of delivery, flexibility of progression and customization. Resourceful businesses are equipped with in-house technological learning tools that target the company’s demand for competencies. Different online suppliers will be important, but campus seminars and experiences will also be in demand. Competitive advantage will depend on each educational actor’s ability to translate theory into practices that students can apply. Basic education at a higher level will be in close collaboration with business. Employees will be trained by the industry itself. Degrees that are time-consuming will be more flexible in terms of progression and more relevant for the challenges that face the industry and business.

Traditional accreditations are less important, and new ways of accreditation have emerged. These are defined by the needs of business and industry. There is less focus on what you have learned, and more attention is paid to what you know, how you perform and your potential. The students are not just measured by their theoretical knowledge, but also in practical settings. Equally important are the students relational and managerial skills, their ability to create and sustain network relations, managing ethical dilemmas, and create results based on their knowledge. Lifelong learning is put into system and organized. The place of learning is the place of work, and work and learning are tightly intertwined.

Academics and experts affiliated with education combine research, consultancy work and teaching to deliver services that are beneficial to themselves, students and business.



CONNECT & SHARE



“Connect & Share 2020” is a scenario that suggests that the global learning structure is flat, in terms of providing accessible web-based solutions that revoke the importance of physical presence. Content is offered in modules, where low-end is free, and high-end is expensive. Knowledge is created and integrated in networks that are continually changing.

There is a strong competition to become the premier supplier of content in a market with myriads of niche-providers. This competition is independent of institutional affiliation, and the diversity of providers is important to the educational market. Teaching is carried out by professionals, either lecturers that are skilled at teaching, or by actors who perform “plays” that are produced by academics. Videos, virtual worlds, simulations, 3D solutions and games are tools for learning and have to some extent replaced the role of the traditional lecture.

Communication and collaboration in different online communities are important for learning. The winners are able to navigate and exploit the global digitalized community. Others will require assistance to navigate and structure paths to learning. Teachers become mentors and provide guidance and structure. As part of the market are communities called “hubs”, with local bases but global reach. The competitive advantage of these hubs is found in their ability to connect and share knowledge, networks and capital. In this scenario the emphasis is held on how students produce knowledge. Learning is not measured by reproduction of text from a syllabus; rather the focus is on innovation, connecting knowledge in new ways, creativity and team work. In order to reach learning goals, the students are responsible for creating their own digital portfolio. Knowledge and competence are dynamic and are rapidly evolving. Students combine their education with work, travel and other interests. Learning is pursued by the principles *need to know & want to know*. This requires the learner to continually assess

their own knowledge and be responsible for acquiring new knowledge. Degrees are acquired over time and students select different components from various providers. The way you share and contribute is crucial to your career path.

The exponential growth in information combined with fast changes in the job market, demands a more dynamic approach to education and learning. Some will be specialized and provide services to niche markets. Some will use new ways to provide accreditation such as gaming, augmented reality, simulations and badge systems. Others will experience that the demands for their services will slowly decline.



network Connect & Share
facilitate learning online
share global gamebased
digital learning
student made connect
educational resources

BRANDED LEARNING



“Branded learning 2020” is a scenario where acknowledged institutions are recognized as safe providers of knowledge and competence, both in a short-term and long-term perspective. The quality of education is accredited through the work of affiliated scholars.

Access to the world’s best lecturers through online communities and networks increases the students’ expectations to their teachers’ competence and lectures. In order to make time spent on campus as effective as possible, technology supports the meeting between teacher and student online, on campus and between campuses. Technologies also ties students in exclusive networks. Students use lectures to socialize and learn, and the teacher spends more lecture time to guide and mentor students. The lead institutions manage to meet individual needs of students in term of content (learning goals and curriculum), form (learning process and accreditation) and speed of progression, - at campus as well as online.

Successful institutions are able to find the right mix of skilled researchers and teachers. International alliances are established and each collaborative institution is encouraged to focus and specialize in what it does best. The winners are those who are able to specialize in selected disciplines, and to work closely with other educational institutions and businesses in strategic alliances.

These networks are a vital resource for the students’ future careers. Institutions must therefore compete to attract students that are able to support the networks, and have an emphasis on developing an optimal arena – physically and virtually – to exchange ideas, knowledge and networks.

acknowledgement research based learning Quality assurance
GUIDANCE **brand** **Research mentor**
accreditation Branded learning

What impact will the scenarios have on BI towards 2020?

The purpose of the scenarios is to strengthen our future readiness when faced with a world where teaching and learning increasingly are dominated by technology. After our journey to the scenarios “Just-in-time skills”, “Connect & Share” and “Branded Learning” we can predict some implications for BI as a higher education institution. A few trends are congruent for all the scenarios, and in this exercise it is natural to treat these as fairly robust trends. Hence, the scenarios call attention to challenges and opportunities we should start working with.

In the following we summarize what we acknowledge as common trends across the scenarios:

- *Digital technologies provide flexibility for time and space. Geographical barriers are reduced. However, how much of the most advanced knowledge that is made readily available for free, remains to be seen.*
- *Distribution and democratization of knowledge occur through digital media. The teacher is not the only one who defines what knowledge is.*
- *Lectures, learning and documentation must reflect the needs for 21st century skills in business life.*
- *Lectures will take on new forms. The question that remains is whether lectures will become solely digital, or if there will be a combination of digital and campus lectures.*

- *The curriculum is digital. The question will be: who defines it – the student, business and/or industry, or accredited educational institutions.*
- *The new offers within Massive Open Online Courses (MOOCs) will challenge the existing educational systems. What the potential consequences are is too early to say, but this market offers great opportunities and challenges.*

In the following table we have tried to outline how each scenario will impact BI's future.

FACTS

21st century skills: Ways of thinking (creativity and innovation, critical thinking, problem solving and decision making, and learning), Ways of working (communication and collaboration), Tools for working (information literacy and ICT literacy) and Living in the world (citizenship – local and global, life and career, personal responsibility)

(ATC”, University of Melbourne,
<http://atc21s.org/index.php/about/what-are-21st-century-skills/>)

	Just in Time Skills	Connect & Share	Branded Learning
The teacher	<ul style="list-style-type: none"> The BI teacher is competing in a global and a local market The BI teacher must customize the delivery of education towards niches within business 	<ul style="list-style-type: none"> The BI teacher is proficient in virtual delivery of education The role of the BI teacher is to facilitate and guide learning by creating structure and progression for the student 	<ul style="list-style-type: none"> The BI teacher is specialized within his academic field. He creates comprehensiveness for the student by co-working with other teachers The BI teacher is skilled in communicating with the students, and creates good learning experiences on campus and online
The lecture	<ul style="list-style-type: none"> BI offers less campus lectures but they are more goal oriented, tailored and module-based Simulations, 3D solutions and online games have replaced much of the role lectures used to have 	<ul style="list-style-type: none"> BI offers a variety of online lectures and virtual classes Campus is less relevant for many students 	<ul style="list-style-type: none"> BI utilize available resources online and offline Lectures from collaborating institutions, business and public administration is part of the study options The use of cases are widespread
Curriculum	<ul style="list-style-type: none"> Courses are developed in unison by course responsible and business to ensure relevant curriculum The focus is on applicability, and the curriculum is based on research and experience Available in different formats and channels The curriculum is digital and fragmented in terms of chapters, articles, videos and blogs The library is digital A mix of low-end and high- end content 	<ul style="list-style-type: none"> The learner creates his own curriculum by drawing upon a digitally available portfolio Competence and knowledge is dynamic and specialized Low-end content dominates 	<ul style="list-style-type: none"> Distinct learning goals and curriculum are determined by and quality controlled by BI and the collaborative institutions Learning through casework is essential and cases are developed by academics in collaboration with business Mix of low-end and high-end content, where high-end is most important
The student	<ul style="list-style-type: none"> The BI students are of all ages Lifelong learning is the new norm, and partially systemized by actors within business and industry The BI students orient themselves according to what is relevant competencies for businesses 	<ul style="list-style-type: none"> The BI student is continually evaluating his own competence The rationale behind learning is that “nobody knows everything, but everybody knows something”, and the value is found in mastery of knowledge and being competent of creating and maintaining networks The BI student produces, shares and communicates knowledge and makes himself visible and attractive in a global world 	<ul style="list-style-type: none"> The BI student approaches the campus to socialize, network and learn BI students select a degree that provides a strong foundation for their career over time through access to professional networks
The exam	<ul style="list-style-type: none"> BI documents the students formal competence and practical qualifications This competence is mostly demonstrated and documented through practical task solving for businesses 	<ul style="list-style-type: none"> BI offers different varieties of digital certifications that serve as documentation of the student’s competence BI’s innovative application of technology for accreditation and certification provides competitive advantage 	<ul style="list-style-type: none"> BI offers internationally approved degrees Students are tested in research-based knowledge

Summarizing and the work group's evaluation

The scenario “Just-in-time skills” represents familiarity to BI. This scenario resembles the current approach in executive education, but if we are to select this vision we must update and tune the model based on the developments in technology, business and society. This model demands close collaboration and dialogue with business.

The scenario “Connect & Share” is not only unfamiliar terrain for BI, but for all educational providers. This is the most disruptive vision of the three. The rapid development of online offers in all subject fields challenges the structures and roles of educational institutions. This model will lead to great challenges and changes for the current business model at BI, in terms of how we offer education and how the faculty and staff will be working.

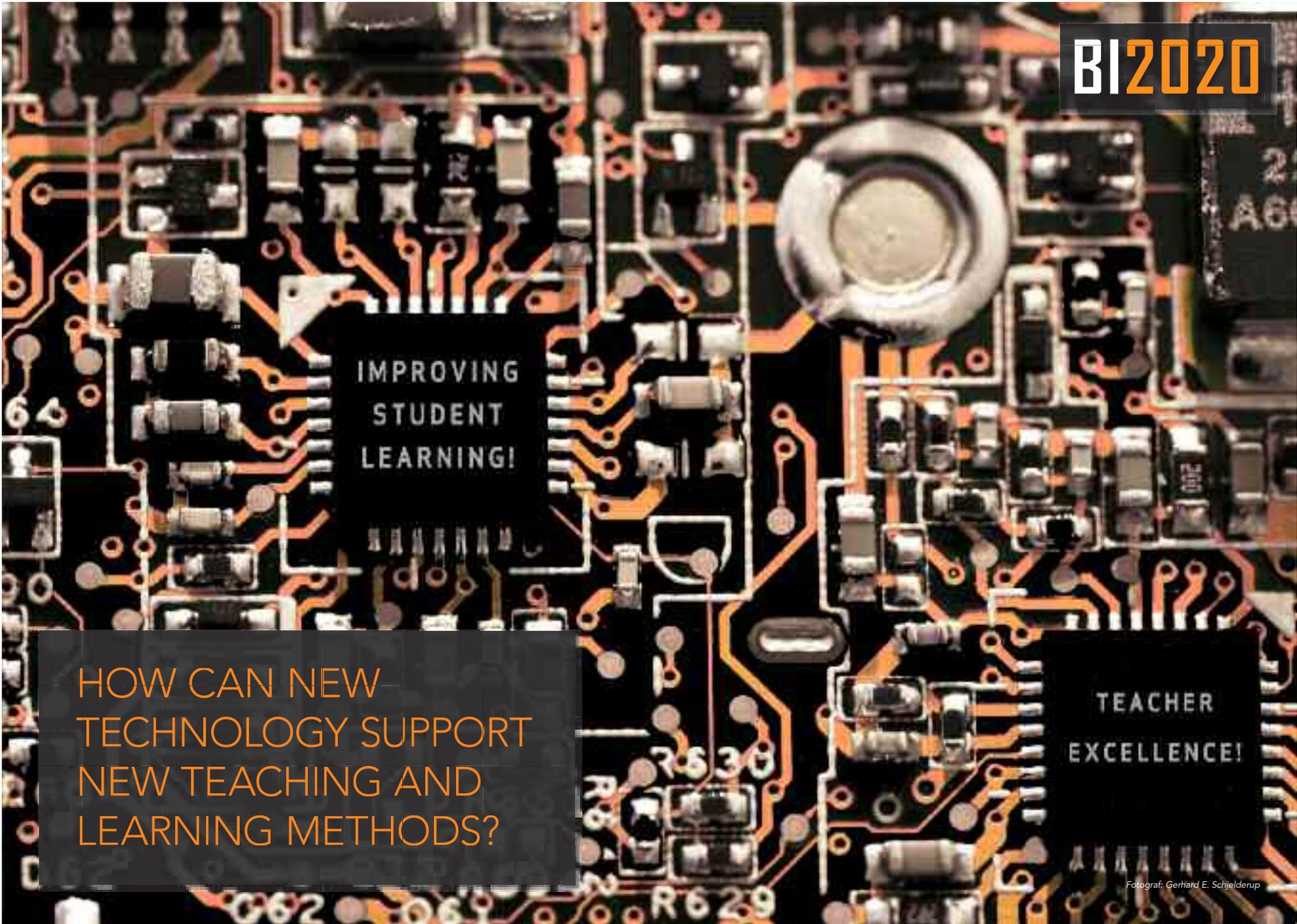
The scenario “Branded Learning” is the vision that most employees at BI will find familiar and that is closest to BI's current strategy. This model will challenge us as recognized institutions who must compete and collaborate through alliances, which in turn will require BI to heavily invest in different resources and activities. These investments will allow access to attractive and acknowledged faculty, and recruitment of students. It is a costly scenario to pursue, and probably poses the greatest risk.

The phenomenon Massive Open Online Courses (MOOCs) is here to stay, and will impact any of the chosen scenarios.

BI2020

HOW DO
WE MEET
OUR FUTURE
STUDENTS?

Fotograf: Gerhard E. Schjelderup



BI2020

IMPROVING
STUDENT
LEARNING!

HOW CAN NEW
TECHNOLOGY SUPPORT
NEW TEACHING AND
LEARNING METHODS?

TEACHER
EXCELLENCE!

Fotograf: Gerhard E. Schjelderup

WHICH
COMPETENCIES
WILL OUR
TEACHERS NEED?

BI2020

WHO WILL BE
OUR FUTURE
STUDENTS?

Fotograf: Gerhard E. Schjelderup

BI2020

WHICH
COMPETENCIES
WILL BUSINESS
REQUIRE?

Fotograf: Gerhard E. Schjelderup



BI2020

WHAT WILL
OUR FUTURE
STUDENTS NEED
TO LEARN?

Fotograf: Gerhard E. Schjelderup

BI2020

WHO WILL BE OUR
COMPETITORS?

Fotograf: Gerhard E. Schjelderup

