

The University of Arizona



HEIs As Metaphors

- **As engines:**

engine, powerhouse, driver, dynamo, booster, accelerator.

- **As organisms:**

hothouse, seedbed, breeding ground, spawning place, catalyst, or fermenter.

- **As networks:**

node, hub, bridgehead, mediator, coupling unit, transfer point, transmission centre

- **As time:**

spearhead, vanguard, lighthouse and signpost

History of Online Education

- Recent rise of online education
- Is this proliferation of educational opportunities an asset for those who may in the past not have had access to expanding education globally, or is it a pathway for creating a dominant pedagogy?
- 20th cc- radio and television.
- New educational opportunities to respond demands for qualified work force.
- 21st cc- incorporation of the Internet and electronic learning management systems
- Massive Open Online Courses (MOOCs)
- Today over 6 million students engaged in some form of distance learning,

From Public Good to Commodity

- **Strengthening of neoliberal trends in the economy growing perception that higher education primarily benefits the private individual**
 - **Rising tuition and increasing tendency to employ contractual part-time adjunct faculty.**
 - **Technology underlying online courses does not automatically accommodate the needs of students with diverse learning styles**
 - **Digital transformation may not be conducive to supporting critical thinking, free inquiry, or an integrated emphasis on cognitive development and a learning process.**
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Technology in Higher Education

- **Positive potential of the use of technology in higher education has found prominence in various educational policies of government and of universities.**
 - **Technology ‘offers the opportunity to catalyze more significant reforms to educational structures and practices’ (United States, Department of Education 2017:9).**
 - **Technology continues to shape the internationalization of higher education- Horizon Report of 2017.**
 - **Concerns: issues of access and equity, digital literacy as an isolated technological skill, technological training of lecturers, integration of technology into curriculums and the achievement gap**
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Critique of Instrumentalist View of Technology in Higher Ed

Instrumentalist view have become dominant since the empirical turn from the 1980s onwards.

Instrumentalist views inherently presume that individual experience of this contemporary form of technology is 'numbed'.

Such approaches cannot adequately describe the engagement between the individual and the technological artefact.

Full human (bodily) experience in this process is lost and the focus is shifted solely to the artefact.

Academic Capitalism?

- **Growing sense of public unease with academic autonomy, which is regarded as a pretext for avoiding social responsibility.**
 - **New criteria of relevance, such as widening access, retention rates, student mobility, employability, etc.**
 - **Fierce competition: increasing consumer sovereignty; new information and communication technology, ; the entrance of for-profit providers of education; the rising costs of big science, international student exchange programmes, the spread of accreditation...etc**
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By Way of Conclusion

- **Education is turning into a global business: Academic Capitalism?**
- **University vs. Multiversity**
- **Bottom line: HEIs have to be entrepreneurial!**