

# Challenges and Opportunities in Contemporary Higher Education

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# Three Functions of Higher Education

- \* training students in skills
- \* including the skill of recalling facts on an exam!
- \* certifying that students can do certain things
- \* allow students to discern their truest callings



# Two Curricula

- \* formal or manifest curriculum: found in the syllabus
- \* “content”
- \* tacit or hidden curriculum: found in the flow of the class
- \* “how to learn”

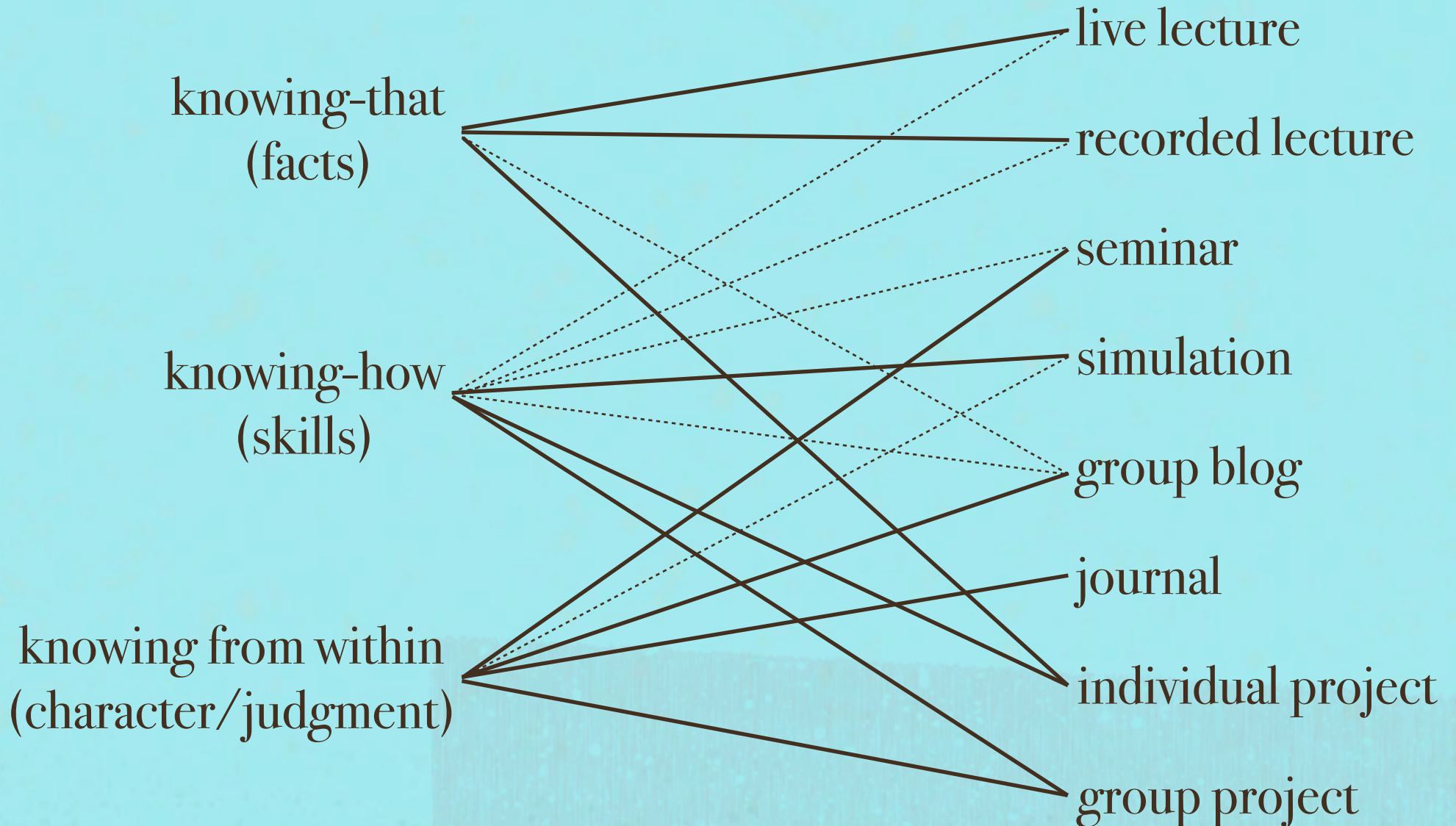


# Three Kinds of Knowing

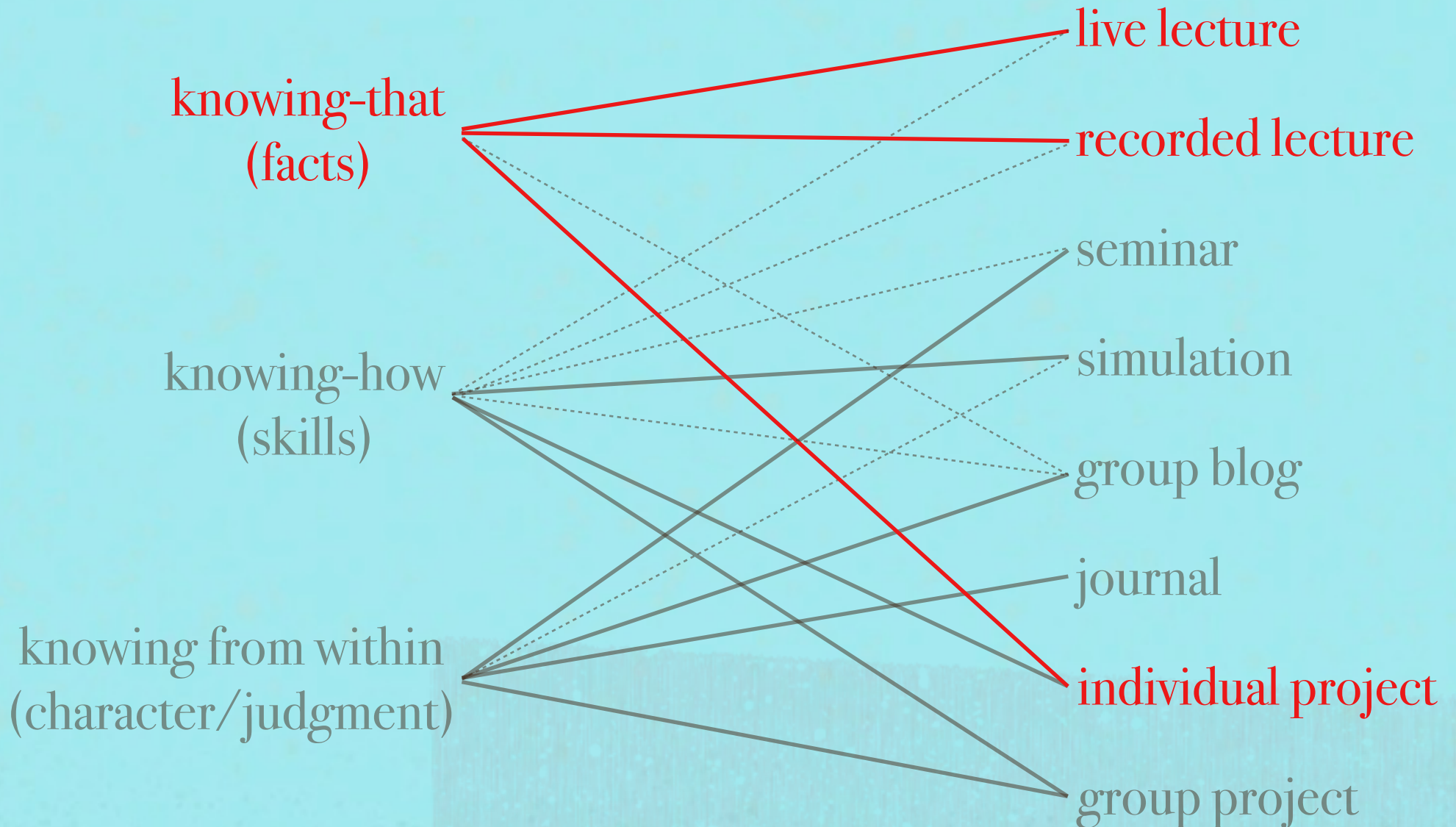
- \* knowing-that: facts
  - \* “what are these objects?”
- \* knowing-how: skills
  - \* “go buy dinner”
- \* “knowing from within”:  
judgment
  - \* “should I take these?”



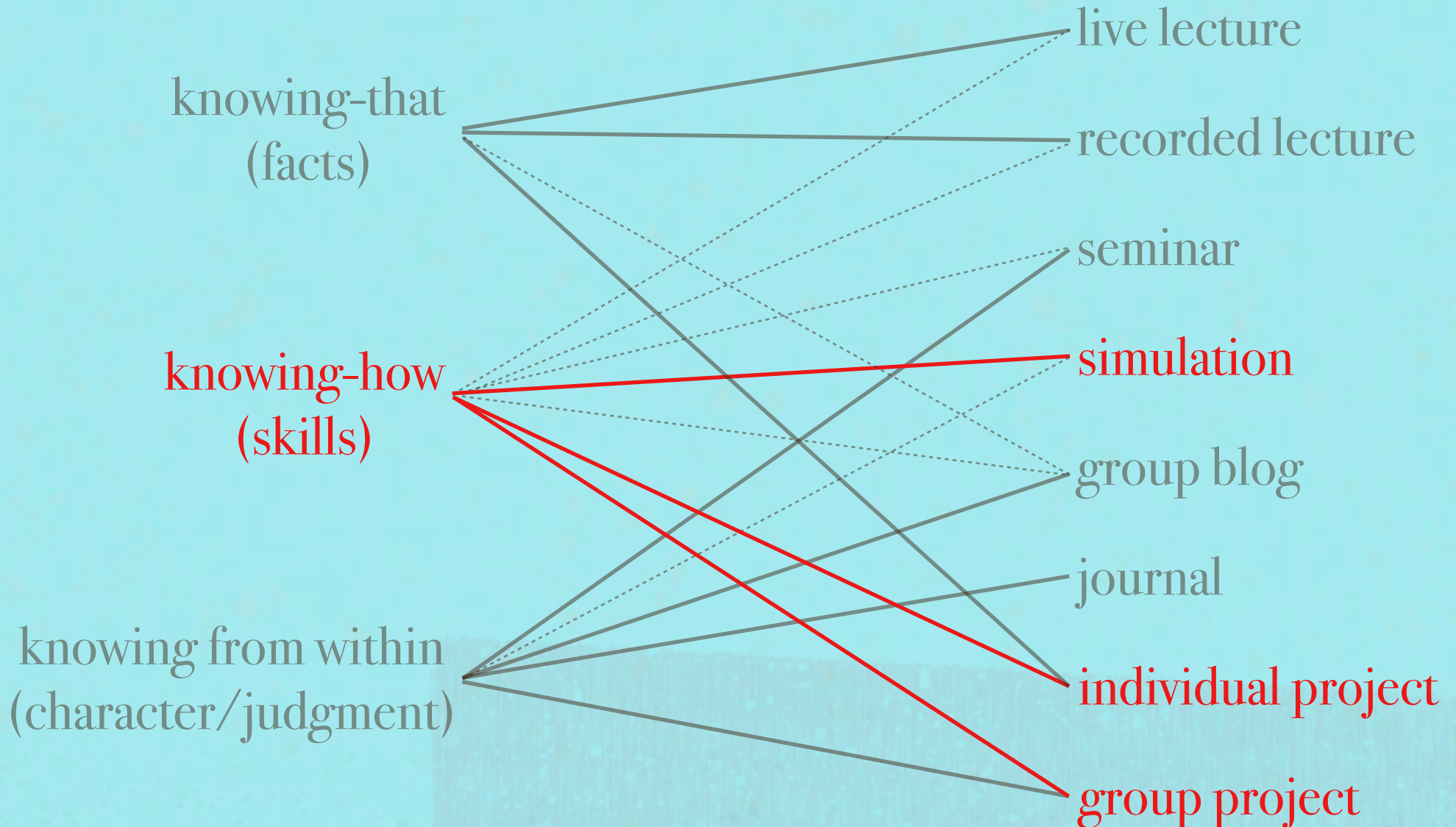
# Formats and Goals



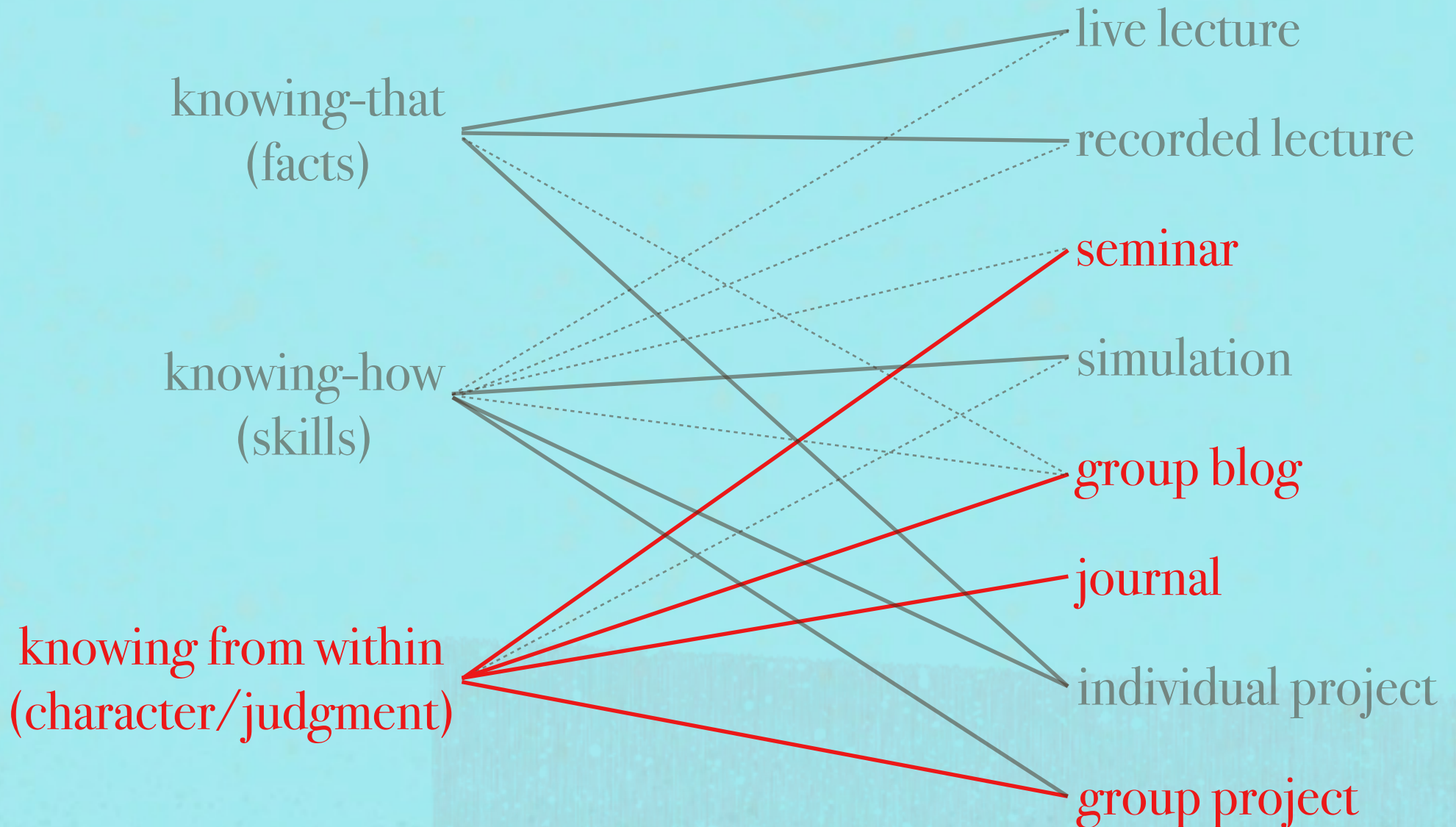
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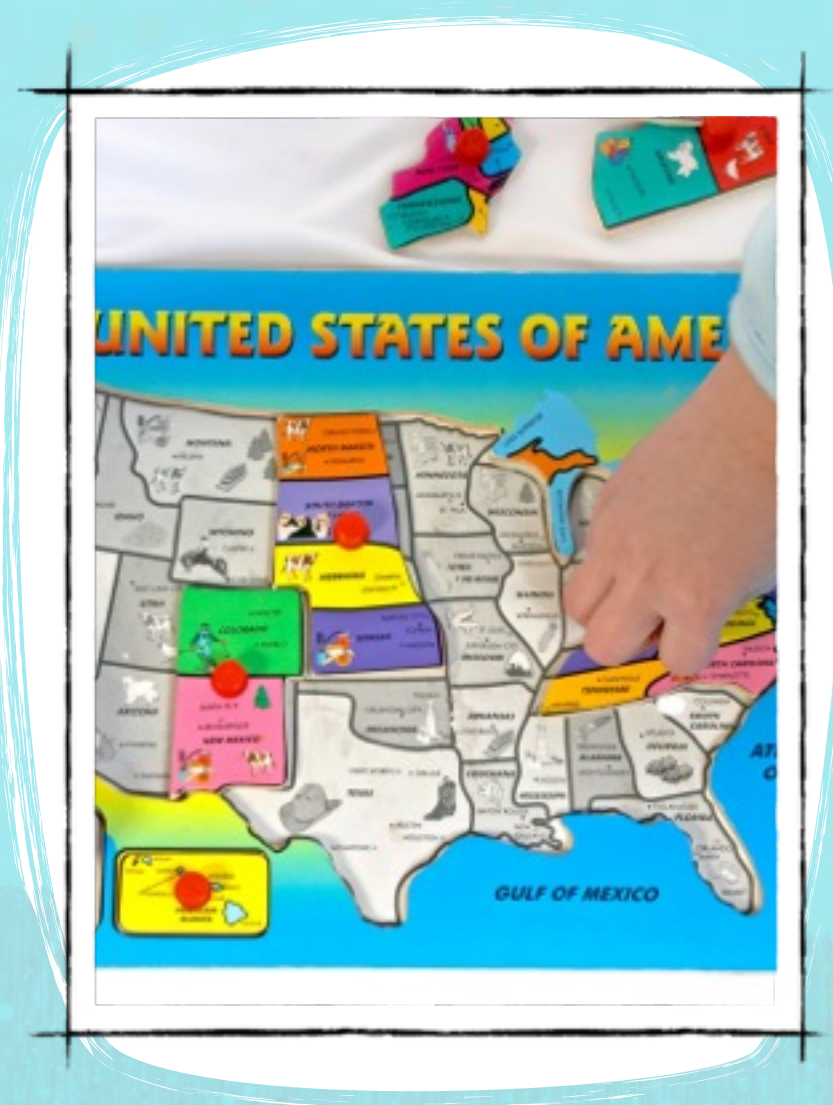
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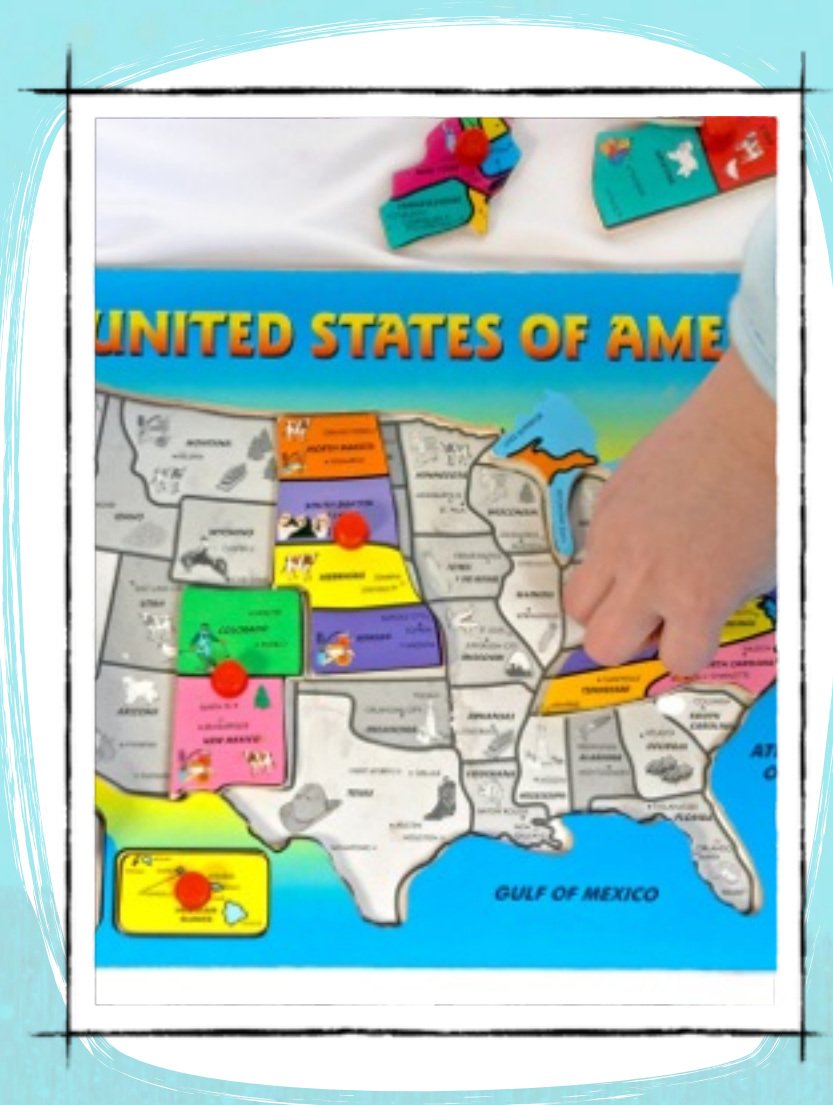
# Training and Certification

- \* can put these together because skills can be certified
- \* “factual recall” a skill
- \* lectures/exams good for factual recall
- \* can be put online



# Training and Certification

- \* practical activities need an apprenticeship
- \* feedback on performance
- \* simulations, projects
- \* can be done online, but with a live teacher



# Forming Habits

- \* seminar = opportunity to negotiate identity
- \* not especially effective at disseminating facts
- \* blogs and journals for reflection...
- \* ...but a whole seminar is difficult to do online



# The Classroom

- \* real-time interaction is the scarce resource
- \* put whatever you can online
- \* (computers in class? sure—if it facilitates your pedagogy)
- \* face-to-face still the best way to achieve some ends

