

### DIFFERENT APPROACHES, SYSTEMIC CHANGES

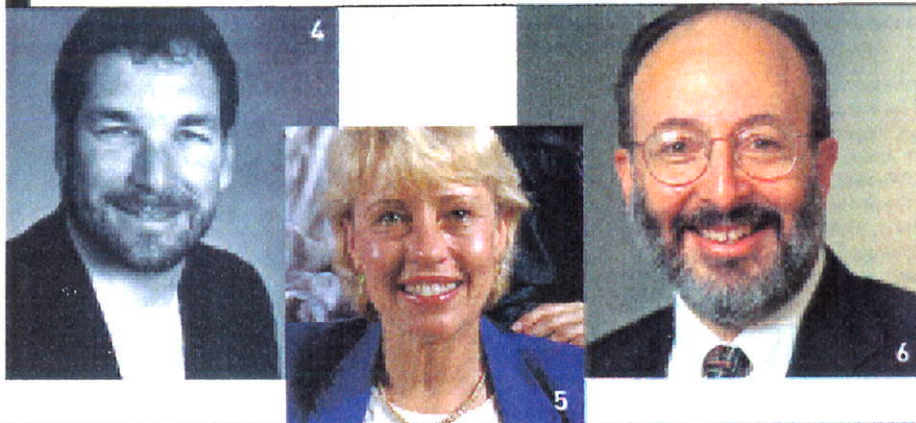
Carol Twigg, executive director of the Center for Academic Transformation at Rensselaer Polytechnic Institute, looks into the future and sees dramatic changes coming in higher education over the next few years. According to Twigg, institutions will begin grappling with some perplexing issues that have thus far been on the back burner. For example, Twigg said there will be decisions about whether

Gudenas, "the only valid education will be that which melds technology with a technology of learning."

Said Bernard Percy, editor in chief of *Converge*, "There's been an evolution of the teacher's role: from 'sage on the stage' to 'guide on the side, to perhaps the 'bloke who will provoke' or the 'dame who will enflame.' With new technologies in education making access to quality content more efficient and effective, an increasing role for a mentor of passion, a finder of

purpose, will become predominant."

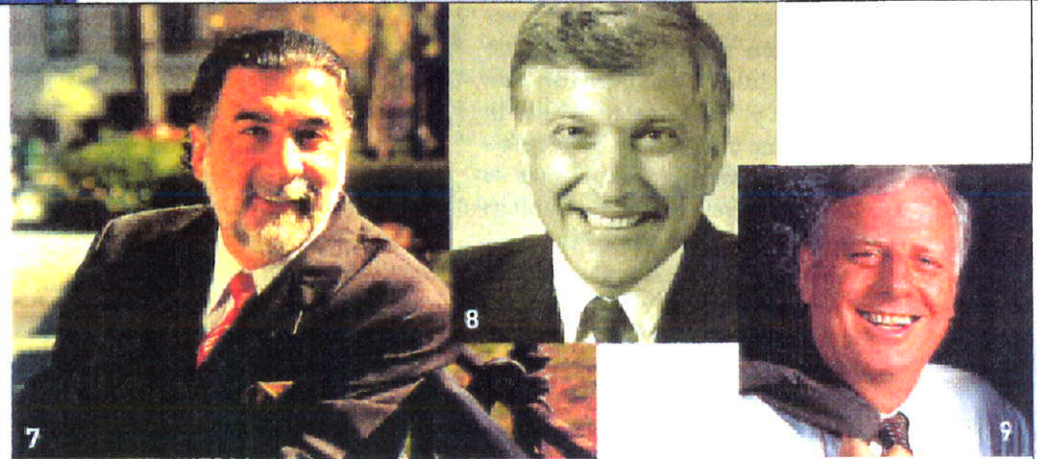
Lewis Rhodes, a thought leader in K-12 administration and former associate executive director of the American Association of School Administrators, believes the key issue to consider is how you bring technology into the educational setting so that it adds value to the total enterprise. "The fragmented uses of technology in schools today undermines the ability to understand and create value," said Rhodes. "The most effective leaders are those who understand the connections between all the balls they must juggle." Rhodes said technology must be brought in at a systemic level so the connections and links will emerge.



"... an increasing role for a mentor of passion, a finder of purpose, will become predominant." Bernard Percy

and how to award degrees to students taking online courses from multiple institutions. Said Twigg, "We are on the verge of creating a dramatically different way for students to learn and for faculty to teach."

In the future, the corporate sector will continue to alter practices and strategies, as they create lifelong learning opportunities. Ingrid Gudenas, president of Effective Training Solutions, sees the change as one that takes "training" and translates it into real *learning*. "The paradigm shift," said Gudenas, "gives the student control." Her company promotes a model of instructional design that helps learners work around natural barriers to self-paced learning in a structured, customized approach that puts the student in control. "In the future," said



1. Mark Weston, Director of State Initiatives, Apple Computer; 2. Carol Twigg, Executive Director, Center for Academic Transformation at Rensselaer Polytechnic Institute; 3. David Osborne, Managing Partner, Public Strategies Group; 4. Harvey Gannon, President and CEO, InfiNET Solutions; 5. Ingrid Gudenas, President, Effective Training Solutions; 6. Mark Siegel, Director of Public Affairs and Assistant to the Headmaster at the Delphian School; 7. Jerry Cammarata, member, New York City Board of Education; 8. Lew Rhodes, former Associate Executive Director, American Association of School Administrators; 9. Bernard Percy, Editor in Chief, *Converge* magazine.

"We believe the future of education is for students to experience learning according to their individual interests in realistic, collaborative, supportive environments." *Elliot Washor*

## FUNDAMENTALS CHALLENGED — THE HUMAN SPIRIT MOVED

"Quite frankly, creating a vision for the future of education is not that difficult," David Osborne, author of *The Reinventor's Fieldbook: Tools for Transforming Your Government*, told us. "The challenge is to get there from here when we have a school system that essentially has been operating the same way for hundreds of years. The challenge is to get schools to do something differently, to challenge the fundamentals.

"In any industry," said Osborne, "most of the innovation comes from start-up companies unrestrained by the existing bureaucracy. The one reform we should work for is making every public school a charter school. If you have a system of independent public schools that have to compete with each other and perform to survive, education will improve."

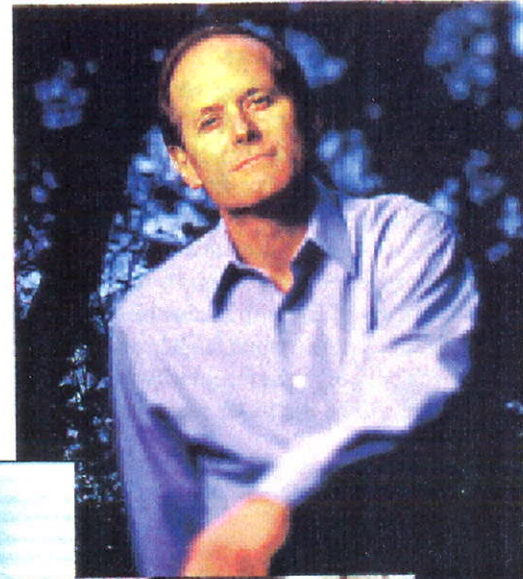
Jerry Cammarata is one of seven members on the New York City Board of Education responsible for setting policy for an \$11 billion budget, over one million schoolchildren, 1,100 school buildings, and over 100,000 education professionals. "We are in a new arena of diversity of people's needs, and we're going to have to allow ourselves to let technology accommodate the lives of this new generation," said Cammarata. "We need to release our control of how people learn."

Cammarata thinks meeting that goal requires full engagement in a national and even global discussion about the relationship between morality, ethics, values and technology. "In managing the intellectual development of a young person, we must be diligent in exercising the use of technology," he said. "Let us not encourage a young person to use technology as a shortcut to life exploration. Let us encourage the young person to use

technology as an energizer of learned human thinking skills. Let us use technology to move the human spirit, and the human mind."

## LEADERSHIP ASKS, "WHY NOT?"

But who will do the "moving" in education? "There are," claims Mark Weston, director of state initiatives for Apple Computer, "certain truths about what works in teaching and learning." Among these, he includes time on task, parent involvement, skilled



teachers and strong leadership. Weston poses a basic and simple question: "After 20 years of things as they are, what can we lose by asking, 'Why not?' Technology is used best," he said, "when it facilitates the things that we know work to enhance teaching and learning."

Strong leadership is needed, and not just from administrators. According to Mark Siegel, technology in education "is a wonderful chance to challenge students, to give them the opportunity to work together, to help them understand and to help them learn how to learn." Siegel is the director of public affairs and assistant to the headmaster at the Delphian School in Sheridan, Ore. "Until now, we have been creating a nation of followers trained to react to bells and

repeat answers," said Siegel. "Ultimately, we want a nation of leaders."

"The most significant changes in education today are largely the result of a philosophical shift in society to embrace the idea of lifelong learning," said Harvey Gannon, president and CEO of InfiNET Solutions, a technology solutions company enabling customers to extend the present and future use of their information systems to the Web. Today's students, said Gannon, are typically more technologically sophisticated than their peers of a decade ago and most of their current instructors. "The philosophical paradigm shift is being driven by students, not by institutions. Institutions will merely adapt."