




The present and future of technology in continuing education



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LOL



ROFL



LMAO



ROFLMAO



What do real estate agents and stock
brokers have in common?





Technology is (finally) changing the way learning will forever take place

...and it isn't happening the way we expected!





What is a Wiki?

- ❑ A Hawaiian term for “Fast”
- ❑ An online encyclopedia
- ❑ Software that allows people to post, edit, and delete the content of a specific website
- ❑ A website that allows visitors to post personal opinions on topics



Some learning technologies

- Wikis
- Blogs
- Podcasts
- RSS feeds
- Social networking sites
- Asynchronous learning systems
- Synchronous learning systems/Webinars/Virtual Classrooms
- Learning Content Management Systems
- Learning Management Systems/Customer Relationship Management Systems/Registration Systems
- Computer simulations




Who...

- ...has created a MySpace or Facebook page?
- ...has posted a video on YouTube?
- ...sends text messages?
- ...IMs on a daily basis?
- ...has added or edited entries on Wikipedia?
- ...has ever taken an online course?



A proposition

To remain learning leaders, continuing education programs must become enablers of learning, not just providers





The generational effect

We've crossed a "technical tipping point" where more than 50% of the workforce has "grown up" with technology and can be assumed to be very technically savvy.

Generation	Born	Percent of workforce
Pre-WWII	Before 1940	5%
Baby boomers	1940-1960	45%
Generation X	1960-1980	40%
Millennial Generation (also Gen Y or Echo boomers)	1980-2000	10%

Source: "Meet the Generations" Claire Raines & Associates, GenerationsAtWork.com 2005

So, what is Web 2.0?



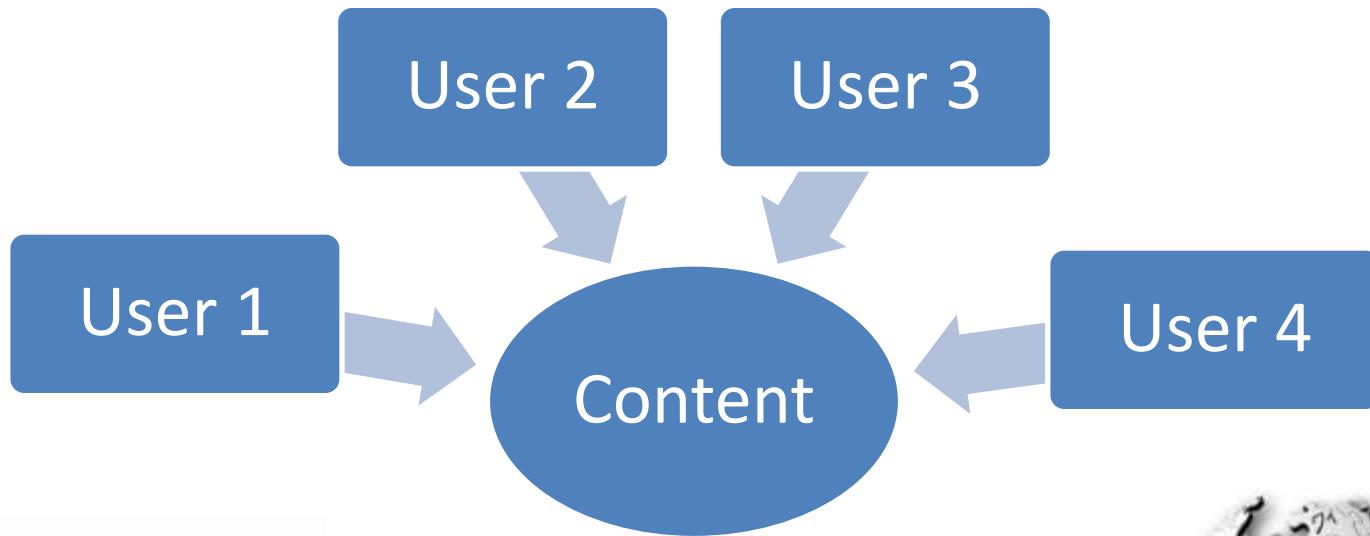
**“A true Web 2.0 application is one that
gets better the more people use it.”**

- Tim O'Reilly



What is Web 2.0?

Principle #1: User-powered content



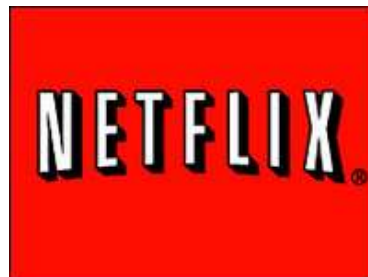


What is Web 2.0?

Principle #2: Collective intelligence



Google™



amazon.com®



In the beginning...		
Static page content		
Provider produces content		
Users are passive "consumers" of content		
Organized		



In the beginning...	Evolution	
Static page content	Dynamic, hierarchical content	
Provider produces content	Provider compiles content from expert sources	
Users are passive "consumers" of content	Users sort content, but no control over relevance	
Organized	Hierarchical	

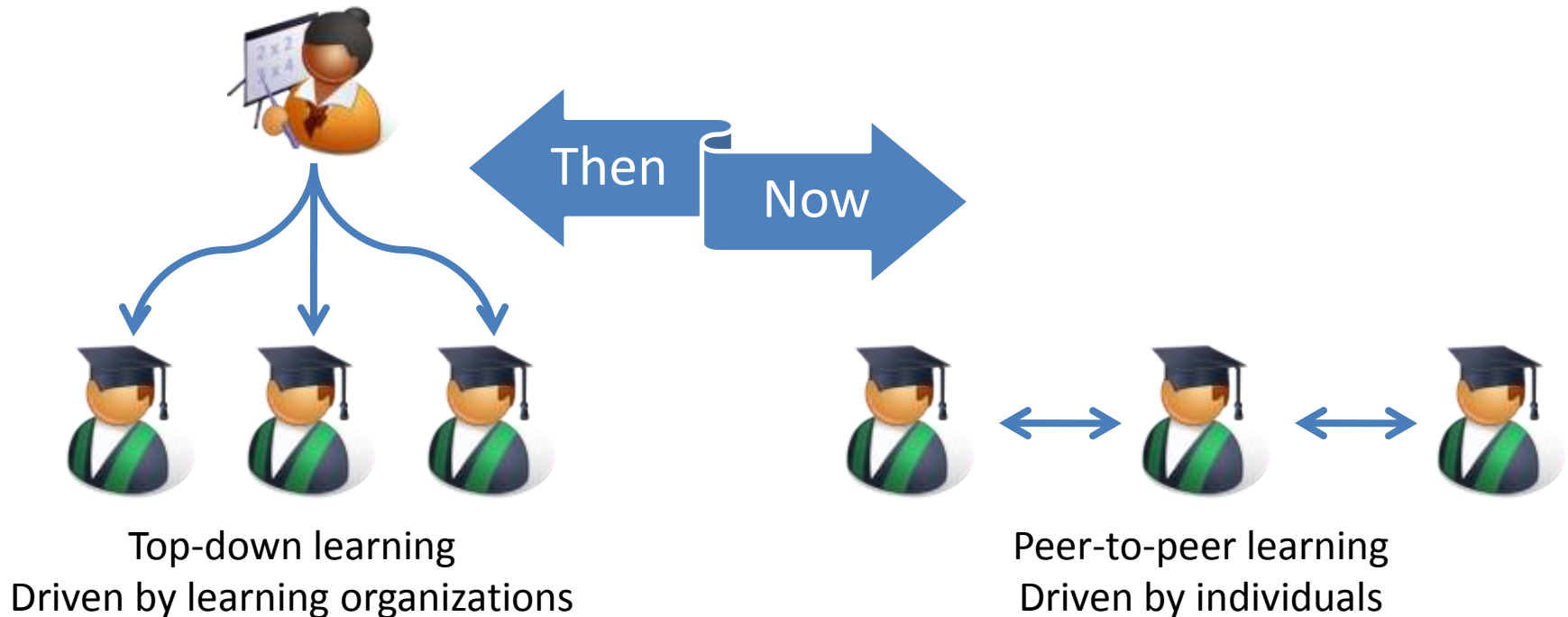


In the beginning...	Evolution	Revolution "Wisdom of crowds"
Static page content	Dynamic, hierarchical content	Real-time, usage based
Provider produces content	Provider compiles content from expert sources	Provider compiles content from community of users
Users are passive "consumers" of content	Users sort content, but no control over relevance	Users create content and determine relevance
Organized	Hierarchical	Flat

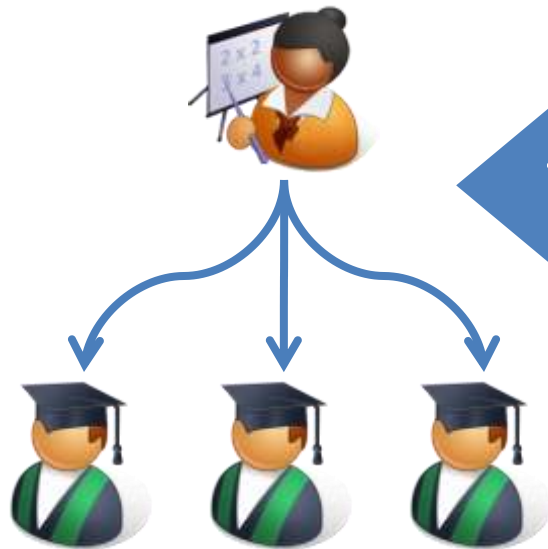
Learning is becoming more flat

Learning is becoming increasingly:

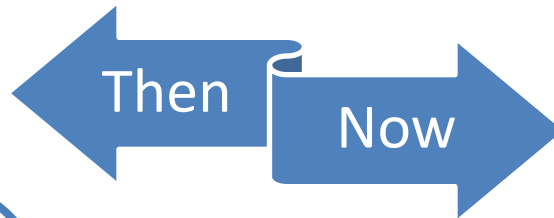
- Horizontal, collaborative, and informal
- Driven by individuals, not organizations (bottom-up versus top-down)
- Sought on a need-to-know basis, on-demand



Learning 2.0!



Top-down learning
Driven by learning organizations



Peer-to-peer learning
Driven by individuals

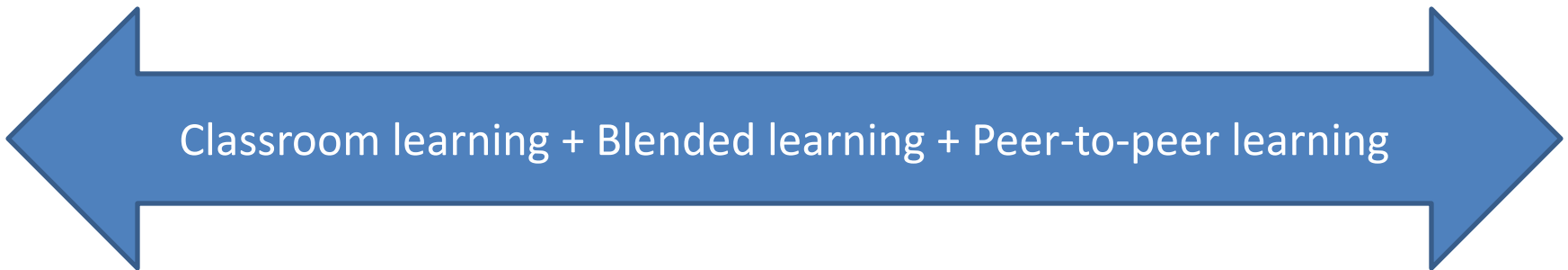


“The US Department of Labor reports that informal learning accounts for 70 percent of the learning that employees do on the job.”

- CLO Magazine



The Good News!





Learning 1.0	Learning 2.0
Scheduled, planned, formal learning events	Real-time, just in time, knowledge exchange
Un-managed informal learning	Managed informal learning
Structured, packaged courses	Knowledge chunks, modules
Formal courseware	Content in wikis, podcasts, blogs
Learning from instructors (top-down)	Learning from each other (peer-to-peer)
Centralized content creation and distribution (formal courseware)	Centralized content management, but community creation (wikis, blogs, etc.)
Learning organization as exclusive content source	Learning organization as moderator/contributor



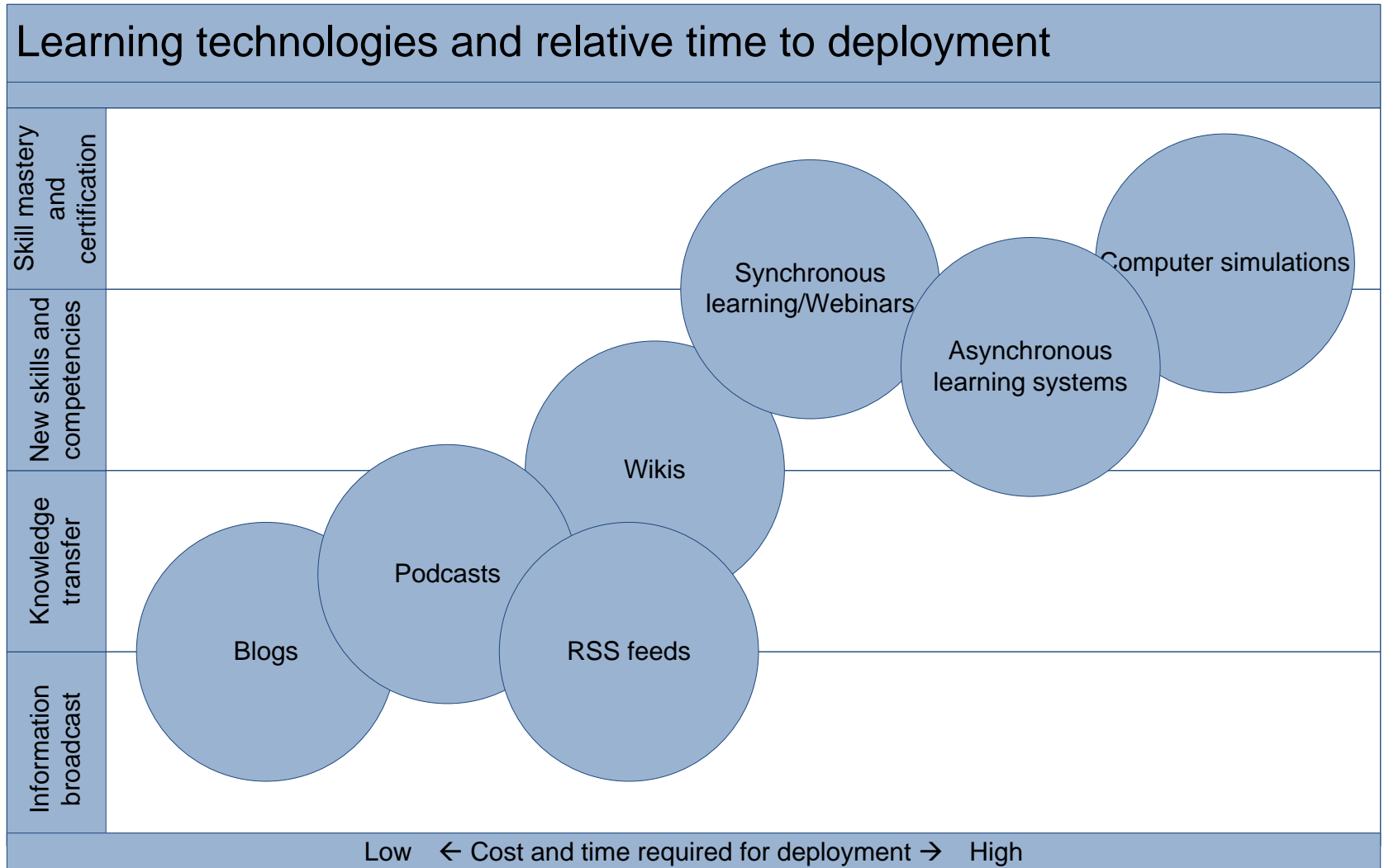
If given the technology to do so easily,
would you publish all of your student
evaluations for the public to review?



Would this terrify
your administration?

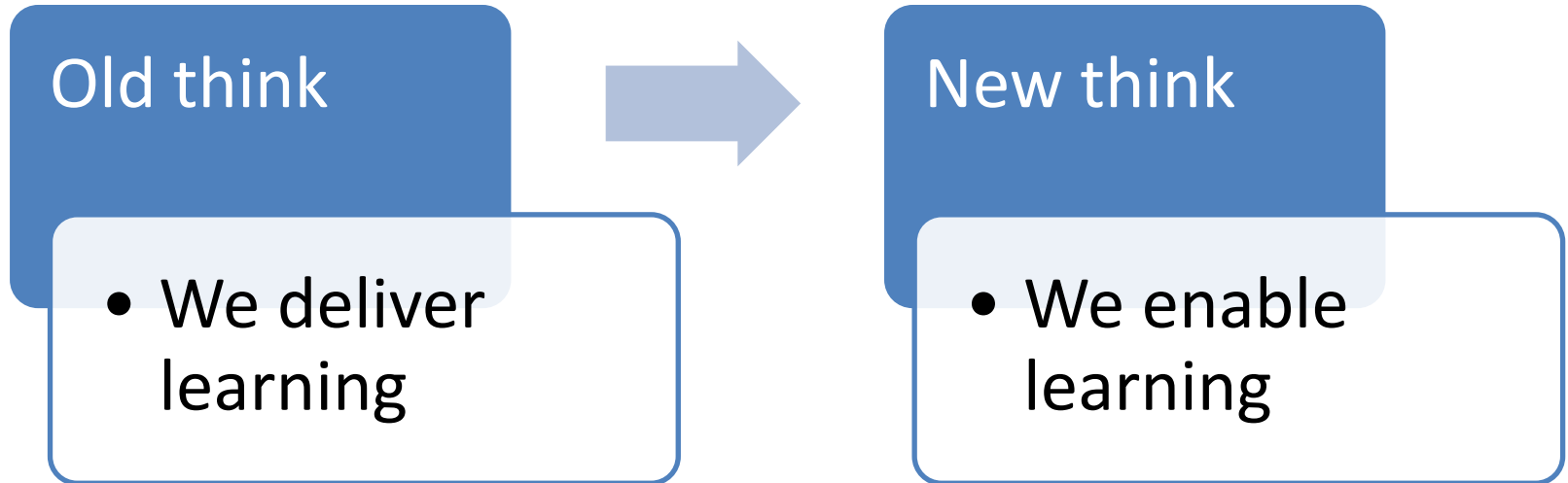
Your instructors?

Choosing the right learning tool





Thought shift



- *We will not* be the chief providers of learning (in fact, we've never held that role broadly!)
- *We can*, however, be the doorways to learning




Making it work: Create a Tipping Point

- Interview and record instructors and Subject Matter Experts!
- Allow instructors to blog on your website
- Record student testimonials
- Create wikis around your expertise
- Publish podcasts that complement courses
- Enhance courses with asynchronous content



Thank You!



This presentation and
other resources are available at
www.jmhconsulting.com/resources