

**CEDF 7190 College Teaching**  
**North Park Theological Seminary**  
**Fall Semester 2014**  
**Wednesdays 2:30-5:15 p.m.**  
**Linda Cannell**

## **Course Description**

It is one thing to study content for yourself. It is quite another, and arguably a more complex process, to take subject matter and "turn it around" so to speak, so that others may learn. This course deals with educational processes that inform decisions about instructional design, facilitation of learning, and assessment for learning in higher education. You will apply course design to your present or future teaching practices.

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

## **Learning Assignments**

Your assignments for this course are designed to foster the following outcomes. Class discussions will support these outcomes:

- Informed understanding of issues in adult learning and course design.
- Increased awareness of one or more issues relative to your role as a teacher/administrator.
- Creation of a product that will be used in the professional context.

The assignments are clustered in two areas: 1) Reading and 2) Professional Learning

### **Assignment: Readings to Inform the Practices of Teaching and Learning**

You would be wise to begin the reading before the course begins. I have not assigned a textbook(s) for this course. I have suggested the following categories of reading. Select one or more categories that are of interest and read material in each—looking for additional books and articles in each category if necessary. *Look for resources particular to your culture and context as well.* Plan 12-15 hours of reading and keep track of your hours for reporting. In class session(s) you will engage with others in a sustained conversation about adult learning in relation to course design and the systems we have constructed for higher education. A Dropbox will be created for this course with additional materials for future reference.

#### Adult Learning

Brookfield, Stephen. 2013. *Powerful Techniques for Teaching Adults*. San Francisco, CA: Jossey-Bass

Brookfield, Stephen. 2011. *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. San Francisco, CA: Jossey-Bass

Brookfield, Stephen. 1995. *Becoming a Critical Reflective Teacher*. San Francisco, CA: Jossey-Bass

Browne, M. Neil and Stuart Keeley. 2001. *Asking the Right Questions: A Guide to Critical Thinking* (sixth edition). Upper Saddle River, NJ: Prentice-Hall.

- Candy, Philip. 1991. *Self-direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. San Francisco: Jossey-Bass
- Meyers, Chet. 1986. *Teaching Students to Think Critically*. San Francisco, CA: Jossey-Bass.
- Mezirow, Jack and Associates. 1990. *Fostering Critical Reflection in Adulthood*. Jossey-Bass
- Smith, David and James Smith (eds). 2011. *Teaching Christian Practices: Reshaping Faith and Learning*. Grand Rapids, MI: Eerdmans
- Thomas, Douglas and John Seely Brown. 2011. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. Thomas and Brown Publishers
- Vella, Jane. 2002. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Revised Edition. San Francisco, CA: Jossey-Bass

### Assessment

- Anderson, Lorin and David Krathwohl (eds). 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Angelo, Thomas and K. Patricia Cross. 1993. *Classroom Assessment Techniques*. San Francisco, CA: Jossey-Bass.
- Astin, Alexander. 1991. *Assessment for Excellence*. New York: Macmillan
- Cambridge, Darren. 2010. *EPortfolios for Lifelong Learning and Assessment*. San Francisco, CA: Jossey-Bass.
- Eisner, Elliot. 1985. *The Art of Educational Evaluation: A Personal View*. The Falmer Press.
- Eisner, Elliot. 1985. *The Educational Imagination: on the Design and Evaluation of School Programs*. (2nd edition). New York: Macmillan
- Marzano, Robert. 2001. *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.
- Middaugh, Michael. 2010. *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. Jossey-Bass
- Suskie, Linda. 2009. *Assessing Student Learning: A Common Sense Guide*. Jossey-Bass
- Theological Education* 2003 ISSUE FOCUS: The Character and Assessment of Learning for Religious Vocation. Vol 39, No 1

### Course Design

- Cantor, Jeffrey. 1997. *Experiential Learning in Higher Education: Linking Classroom and Community*. Washington, D.C.: The George Washington University
- Diamond, Robert. 1989. *Designing and Improving Courses and Curricula in Higher Education*. San Francisco, CA: Jossey-Bass.
- Egan, Kieran. 2005. *An Imaginative Approach to Teaching*. San Francisco, CA: Jossey-Bass. This book targets elementary and secondary school teachers. It contains ideas that are transferable to adult learning environments.
- Eble, Kenneth. 1988. *The Craft of Teaching*. (2nd ed). San Francisco, CA: Jossey-Bass.
- Fink, L. Dee. 2003. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass.
- Fry, Heather, Steve Ketteridge, and Stephanie Marshall, eds. 2002. *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Kogan Page Ltd.
- Jackson, Lewis and Rosemary Caffarella. 1994. *Experiential Learning: A New Approach*. No. 62, Summer, New Directions for Adult and Continuing Education Series: San Francisco, CA: Jossey-Bass
- Palloff, Rena and Keith Pratt. 1999. *Building Learning Communities in Cyberspace*. San Francisco, CA: Jossey-Bass
- Weigel, Van. 2002. *Deep Learning for a Digital Age*. San Francisco, CA: Jossey-Bass

### Multiculturalism

- Brookfield, Stephen and John Holst. 2011. *Radicalizing Learning: Adult Education for a Just World*. San

- Francisco, CA: Jossey-Bass
- Cannon, Mae. 2009. *Social Justice Handbook*. Downers Grove, IL: IVP
- Davis, Kenneth and Edwin Hernandez. 2003. *Reconstructing the Sacred Tower: Challenge and Promise of Latino/a Theological Education*. Chicago, IL: University of Scranton Press
- Earley, P. Christopher and Soon Ang. 2003. *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford Business Books.
- Freire, Paulo. 1996. *Pedagogy of Hope*. New York, NY: Continuum Publishing Company.
- Goodman, Diane. 2000. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. Sage Publications.
- Johnson, Brian and Carolyn R. O'Grady (eds). 2006. *The Spirit of Service: Exploring Faith, Service, and Social Justice in Higher Education*. Anker Publishing.
- Kozol, Jonathon. 2005. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Crown
- Latchem, Colin and Donald Hanna. 2001. *Leadership for 21<sup>st</sup> Century Learning: Global Perspective from Educational Innovators (Open and Distance Learning)*. Kogan Page Ltd.
- Nieto, Sonia. 1999. *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York, NY: Teachers College Press.
- Sheared, Vanessa, Juanita Johnson-Bailey, Scipio Colin, Elizabeth Peterson and Stephen Brookfield and Associates. 2010. *The Handbook of Race and Adult Education: A Resource for Dialogue on Racism*. Jossey-Bass.
- Wimberly, Anne, E. Streaty, and Evelyn L. Parker, eds. *In Search of Wisdom: Faith Formation in the Black Church*. Nashville, TN: Abingdon Press, 2002.

#### Personal/Academic Enrichment

- Astley, Jeff, Leslie Francis and Colin Crowder. 1996. *Theological Perspectives on Christian Formation: A Reader on Theology and Christian Education*. Grand Rapids, MI: Eerdmans.
- Hodgson, Peter. 1999. *God's Wisdom: Toward a Theology of Education*. Louisville, KY: Westminster/John Knox
- Melchert, Charles. 1998. *Wise Teaching: Biblical Wisdom and Educational Ministry*. Harrisburg, PA: Trinity Press International
- Palmer, Parker and Arthur Zajonc. 2010. *The Heart of Higher Education, A Call to Renewal: Transforming the Academy Through Collegial Conversations*. San Francisco, CA: Jossey-Bass.
- Palmer, Parker. 1998. *Courage to Teach*. San Francisco, CA: Jossey-Bass Publishers.
- Palmer, Parker. 1993. *To Know as We Are Known*. Harper San Francisco.
- Parks, Sharon Daloz. 2000. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. San Francisco, CA: Jossey-Bass Publishers.

#### Professional Development

- Boyatzis, Richard et al. 1995. *Innovation in Professional Education*. San Francisco, CA: Jossey-Bass.
- Boyer, Ernest. 1990. *Scholarship Reconsidered: Priorities of the Professorate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Herbst, Jürgen. *And Sadly Teach: Teacher Education and Professionalization in American Culture*. Madison, WI: University of Wisconsin Press.
- Jones, L. Gregory and Stephanie Paulsell (eds). 2002. *The Scope of Our Art: The Vocation of the Theological Teacher*. Grand Rapids, MI: Eerdmans
- Sullivan, William. 2005. *Work and Integrity: The Crisis and Promise of Professionalism in America*. Second Edition. San Francisco, CA: Jossey-Bass Publishers

#### Technologically Supported Learning

- Bates, A. W. and Albert Sangra. 2011. *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning*. San Francisco, CA: Jossey-Bass Publishers

Dede, Chris and John Richards (eds). 2012. *Digital Teaching Platforms: Customizing Classroom Learning for each Student*. New York, NY: Teachers College, Columbia University

Jillions of resources are available in this category and they become obsolete in what appears to be seconds. Attached to this syllabus is a page of links to Internet sources of present usefulness. Place the page into your browser for easier/faster access; or Word may open the link if you click on it. The point to be made is that terms such as online learning or distance learning are fading from usefulness as the focus shifts to *learning* (whether online or classroom based or....). Since technology should always be employed *in support of learning*, I have used that term for this category.

### Theological Education

If you are not conversant with the literature in theological education, and are involved or expect to be involved in a theological school, *scan* materials from the 1980s that have helped to frame the ongoing discussions about the contemporary condition of theological schooling. Selected sources include the following:

- Aleshire, Dan. 2008. *Earthen Vessels: Hopeful Reflections on the Work and Future of Theological Schools*. Grand Rapids, MI: Eerdmans
- Cannell, Linda. 2006. *Theological Education Matters: Leadership for the Church*. Newburgh, IN: EDCOT Press. (This book in eBook format will be available in a Dropbox created for this course. It is available on Amazon in print format.)
- Cherry, Conrad. 1995. *Hurrying Toward Zion: Universities, Divinity Schools, and American Protestantism*. Bloomington: Indiana University Press.
- Farley, Edward. 1983. *Theologia: The Fragmentation and Unity of Theological Education*. Philadelphia: Fortress Press.
- Hough, Joseph and John Cobb. 1985. *Christian Identity and Theological Education*. Atlanta, GA: Scholars Press.
- \_\_\_\_\_ and Barbara Wheeler (eds). 1988. *Beyond Clericalism: The Congregation as a Focus for Theological Education*. Atlanta, Georgia: Scholars Press.
- Kelsey, David. 1992. *To Understand God Truly: What's Theological About a Theological School?* Louisville, KY: Westminster/John Knox.
- \_\_\_\_\_. 1993. *Between Athens and Berlin: The Theological Education Debate*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company.
- Marsden, George and Bradley Longfield (eds). 1992. *The Secularization of the Academy*. New York: Oxford University Press.
- Wheeler, Barbara and Edward Farley (eds). 1991. *Shifting Boundaries: Contextual Approaches to the Structure of Theological Education*. Louisville, KY: Westminster/John Knox Press.
- Wood, Charles. 1985. *Vision and Discernment*. Atlanta, Georgia: Scholars Press.

### **Reference Sources Related to Education Generally**

A number encyclopedias related to education are available, including: *The Encyclopedia of Education*, *The International Encyclopedia of Education*, *Encyclopedia of Higher Education*. There are a number of helpful journals available. Not all are specifically written for the higher education environment—but they nevertheless contain useful information about teaching and learning. Journals you should become familiar with are: *College Teaching*, *Journal of Educational Research*, *Educational Leadership*, *Theological Education*, *Review of Educational Research*, *Adult Education Quarterly*, *Lifelong Learning*, *Journal of Adult Training*, *Phi Delta Kappan*, *Harvard Educational Review*, *Journal of Higher Education*, *Research in Higher Education*.

## Assignment: Professional Learning Opportunities

1. In class session you will have opportunity to think through one or possible designs for a course you could see yourself offering in a college or seminary setting. Identify one significant aspect of the course (e.g., design a week of contact/class time with the participants, develop assessment processes that focus on assessment for *learning*) and develop it for this course.
2. Complete **ONE** of the following tasks:

**Select a research concern that is relevant to this class, reflects your personal interest, and would also inform faculty colleagues and/or your students in a setting you are or may be involved in.** Develop a presentation to your colleagues in a way that will stimulate both thought and interaction. Design your presentation in such a way that the audience knows immediately what your topic is (the problem, concern, question you are addressing). Then outline pertinent research related to the issue—particularly showing how the various pieces of research engage one another. Draw some inferences and conclusions related to the issue. Finally, design an interaction activity or process that will help faculty and/or students see the application of your conclusions to their situation.

**Develop a detailed workshop outline that you have been asked to do as part of a real or simulated faculty professional development experience.** Your workshop is to be at least 4 hours in length. It is to be more like an action laboratory than a lecture (i.e., you will give some input but you will design the workshop so that the participants will be involved in workshop experiences for about 60% of the time). Your workshop project will include all materials you will give to the participants (handouts, pre-session briefing paper, case studies, pre-simulation readings, and so on) and a detailed description of a portion or all of one hour (e.g., actual ways or words you will use to introduce the workshop, the various components in the time period, the actual ways or words you will use to make transitions from one part of the time period to the next, a complete description of the way you will conclude the session).

**Submit an article for publication.** Browse the literature in your general area of interest related to the subject matter of this course. Develop a specific focus for your article from insights you derive from your perusal of literature. Once you have an idea (however vague) for an article, do more thorough reading and research. I will edit your article and turn it back to you with suggestions. Then make whatever adjustments are necessary and submit it to a journal. They can only say no.

### Contact information:

Linda Cannell  
5250 Grand Ave., Suite 14-211  
Gurnee, IL 60031  
Tel. 847.863.1227  
lmcannell@comcast.net

I prefer to have your work(s) submitted to me electronically but will accept hard copies if you cannot send them electronically. On your work(s) add email address, your campus box number or other mailing address to the title page. If you send hard copy, it is not necessary to provide a SASE for return. When you submit hard copy *please* do NOT use covers—a staple is fine.

## ATTACHMENT

### **Links to Sources Relative to Technologically Supported Learning**

At this site download the 2013 higher education edition.

<http://www.nmc.org/publications/2013-horizon-report-higher-ed>

This example of an engineering program is built on problem based learning and all students are professionals, treated as such and do real world projects from which all benefit. Some courses are team taught with profs from other countries.

[http://mepp.engr.wisc.edu/Why\\_MEPP/Distance\\_Learning/index.lasso#1](http://mepp.engr.wisc.edu/Why_MEPP/Distance_Learning/index.lasso#1)

#### About MOOCs (Massively Open Online Courses)

Cruise the site, watch the short video clip if nothing else

<http://www.educause.edu/library/massive-open-online-course-mooc>

Making MOOCs Pay

[http://chronicle.com/article/How-EdX-Plans-to-Earn-and/137433/?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/article/How-EdX-Plans-to-Earn-and/137433/?cid=wc&utm_source=wc&utm_medium=en)

Masters Degree for MOOC

[http://www.nytimes.com/2013/08/18/education/masters-degree-is-new-frontier-of-study-online.html?\\_r=0](http://www.nytimes.com/2013/08/18/education/masters-degree-is-new-frontier-of-study-online.html?_r=0)

MOOCs and Second Thoughts

[http://blogs.hbr.org/2013/10/let-them-eat-moocs/?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+harvardbusiness%2Fweekly-hotlist+%28HBR+Blog+Network+Newsletter+Feed+-+Weekly+Hotlist%29&cm\\_ite=WeeklyHotlist-101413+%281%29&cm\\_lm=sp%3Asteve%40dialoguesinaction.com&cm\\_ven=Spop-Email](http://blogs.hbr.org/2013/10/let-them-eat-moocs/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+harvardbusiness%2Fweekly-hotlist+%28HBR+Blog+Network+Newsletter+Feed+-+Weekly+Hotlist%29&cm_ite=WeeklyHotlist-101413+%281%29&cm_lm=sp%3Asteve%40dialoguesinaction.com&cm_ven=Spop-Email)

Moocs as Neocolonialism?

[http://chronicle.com/blogs/worldwise/moocs-as-neocolonialism-who-controls-knowledge/33431?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/blogs/worldwise/moocs-as-neocolonialism-who-controls-knowledge/33431?cid=wc&utm_source=wc&utm_medium=en)

International Universities Ahead of the Curve with MOOCs

[http://chronicle.com/blogs/wiredcampus/virtual-universities-abroad-say-they-already-deliver-massive-courses/44331?cid=gn&utm\\_source=gn&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/virtual-universities-abroad-say-they-already-deliver-massive-courses/44331?cid=gn&utm_source=gn&utm_medium=en)

A foundation put Mr. Siemens in charge of the project. After years of being confined to the footnotes of the MOOC movement, the father of the first massive open online course has been given a hand in directing its future.

[http://chronicle.com/article/George-Siemens-Gets-Connected/143959/?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/article/George-Siemens-Gets-Connected/143959/?cid=at&utm_source=at&utm_medium=en)

SUNY Example of MOOCs and Other Models

[http://chronicle.com/blogs/wiredcampus/suny-signals-major-push-toward-moocs-and-other-new-educational-models/43079?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/suny-signals-major-push-toward-moocs-and-other-new-educational-models/43079?cid=wc&utm_source=wc&utm_medium=en)

Samples of Open Courses

<http://opencourselibrary.org/>

Cathy Davidson experience in teaching a MOOC

<http://chronicle.com/blogs/future/2014/03/14/changing-higher-education-to-change-the->

[world/?cid=at&utm\\_source=at&utm\\_medium=en](#)

Cathy Davidson Titles (FYI)

<http://mitpress.mit.edu/books/future-learning-institutions-digital-age>

## International Development

Rwanda Innovation

<http://www.fastcompany.com/3015126/ethonomic-indicator/keplers-rwandan-university-costs-only-1000>

Solar Power for Economics and Education in Kenya

<http://www.newscientist.com/article/mg21729045.900-microsoft-brings-solar-wifi-to-rural-kenya.html#.UwO4sl6V9Ng>

Empowering Women in Jordan

<http://newswatch.nationalgeographic.com/2012/07/18/wireless-learning-how-mobile-technology-is-transforming-classrooms-and-empowering-young-women-in-jordan/>

International Applications—A Number of Stories

<http://newswatch.nationalgeographic.com/author/kenbanks/>

Shows the connectivity score for countries worldwide

<http://www.connectivityscorecard.org/countries/>

## Tools for Communication

Group texting without phone

[www.emergingedtech.com](http://www.emergingedtech.com)

Video in Sakai—a Learning Management Software. I will be sharing information with you about a consortium I am helping to organization that uses Sakai and shows how it is much to be preferred over Moodle and most others.

<http://campustechnology.com/articles/2013/06/12/sharestream-improves-video-tool-for-sakai-cle.aspx>

Smart Phone Use Accelerating Globally

<http://campustechnology.com/articles/2013/07/29/smart-phone-growth-accelerates-worldwide.aspx>

More On Cellular Use—Once you get past the landing page, the site shows a lot of statistics which may be enlightening.

[http://www.academia.edu/2073966/Cell\\_phones\\_and\\_Higher\\_Education\\_increasing\\_access\\_for\\_all](http://www.academia.edu/2073966/Cell_phones_and_Higher_Education_increasing_access_for_all)

Professor Creates Open Course on Public Speaking—videos freely accessible on YouTube

<http://creativecommons.org/tag/open-course-library>

## Technology in Support of Learning

Links to Immersive Learning—Internship Plus

<http://cms.bsu.edu/academics/undergraduestudy/beyondtheclassroom/immersivelearning>  
<http://cms.bsu.edu/giving/bold/transformativempower>

The Use of Shared Spaces to Stimulate Social Innovation—think of applications for learning  
[http://s.socialinnovation.ca/files/Proof\\_How\\_shared\\_spaces\\_are\\_changing\\_the\\_world\\_.pdf](http://s.socialinnovation.ca/files/Proof_How_shared_spaces_are_changing_the_world_.pdf)

Working Examples, a platform for innovation in education  
<http://www.workingexamples.org>

Online Learning Portal--a next step in dynamic content creation  
[http://chronicle.com/blogs/wiredcampus/online-learning-portal-allows-educators-to-create-adaptive-content/43405?cid=pm&utm\\_source=pm&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/online-learning-portal-allows-educators-to-create-adaptive-content/43405?cid=pm&utm_source=pm&utm_medium=en)

Revisiting Competency Based in the Online Medium of the 21<sup>st</sup> Century  
<http://www.insidehighered.com/news/2013/08/16/new-form-competency-based-learnings-first-batch-graduates>

A Sampling of Articles/Reports from *Scientific American*  
<http://www.scientificamerican.com/report/learning-digital-age/>

Theoretical Challenges for Distance Education in the 21<sup>st</sup> Century  
<http://www.irrodl.org/index.php/irrodl/article/view/Article/2/333>

The Future is Now—15 Innovations to Watch For  
<http://chronicle.com/article/The-Future-Is-Now-15/140479/>

### The Open Library/Digital Library Project

The Localization Alliance  
<http://shellbook.org/blog/localization-alliance/>

Wiki Texts  
<http://globaltext.terry.uga.edu/>

Princeton Digital Library  
<http://diglib.ptsem.edu>

Digital Libraries—Experiments with Interlibrary Loan of eBooks  
[http://chronicle.com/article/Library-Consortium-Tests/144743/?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/article/Library-Consortium-Tests/144743/?cid=wc&utm_source=wc&utm_medium=en)

### Links to Change/Innovation in Higher Education

Changing Paradigms in Public Education—Presentation by Ken Robinson  
<http://www.youtube.com/watch?v=zDZFcDGpL4U>

The New Learning Lab: 8 Surprising Places Educators Can Reach Students  
<http://www.onlineuniversities.com/blog/2013/01/the-new-learning-lab-8-surprising-places-educators-can-reach-students/>

Reinventing a traditional campus—Southern New Hampshire University  
<http://www.fastcompany.com/3017340/most-innovative-companies-2012/12southern-new-hampshire-university>

Campuses Take First Steps in Sharing Technology Resources  
[http://chronicle.com/blogs/wiredcampus/u-at-albany-will-share-technology-services-with-community-college/48107?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/u-at-albany-will-share-technology-services-with-community-college/48107?cid=wc&utm_source=wc&utm_medium=en)



International Journal of Learning and Media

<http://ijlm.net/>

The Practical University, or What is a University For?

<http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html?emc=eta1>

Learning in a Collective Culture

[http://www.hybridpedagogy.com/Journal/files/Learning\\_in\\_the\\_Collective.html](http://www.hybridpedagogy.com/Journal/files/Learning_in_the_Collective.html)

Leading Schools Collaborating to Offer Online Courses for Credit

<http://schoolsofthought.blogs.cnn.com/2012/11/16/leading-colleges-announce-for-credit-online-courses/?iphoneemail>

Links to early trend toward replacing grades, credentials, even degrees with “badges,” certificates, and a search will lead you to other sites offering similar predictions

[http://chronicle.com/blogs/wiredcampus/mozilla-releases-long-discussed-software-to-offer-badges-for-learning/42975?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/mozilla-releases-long-discussed-software-to-offer-badges-for-learning/42975?cid=wc&utm_source=wc&utm_medium=en)

[http://www.washingtonpost.com/blogs/college-inc/post/are-certificates-the-future-of-higher-education/2012/06/06/gJQANBCgIV\\_blog.html](http://www.washingtonpost.com/blogs/college-inc/post/are-certificates-the-future-of-higher-education/2012/06/06/gJQANBCgIV_blog.html)

Enter Google’s Epic2020—watch the video

[www.epic2020.org](http://www.epic2020.org)