

Academic Growth Plan: Platforms for Learning Experiences

May 2013

What is the Academic Growth Plan?

The Academic Growth Plan is:

- A framework for new program development.
- An opportunity for a broad spectrum of our community to consider the academic direction of the university as a whole.

Priorities for Academic Growth Planning:

- design high quality programs
- bridge exiting capabilities
- build on our strengths
- address weaknesses
- stay relevant
- leverage cross-college resources

Our main focus is to plan for *responsible enrollment growth to generate more revenue for investing in the academic programs.*

The goals of the Academic Growth Plan are to:

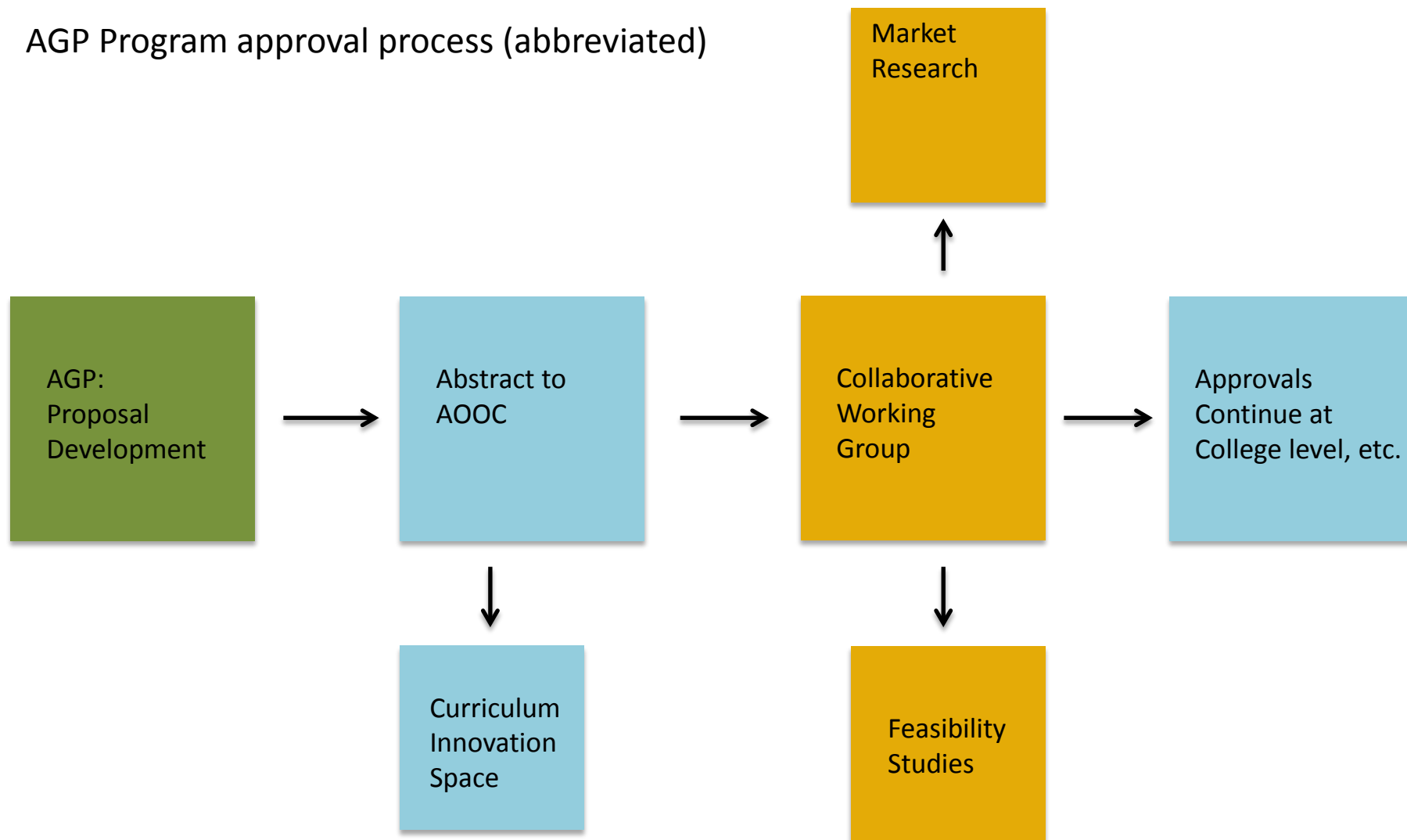
- Use new program development to drive growth and produce revenue in the University *to invest in the academic programs.*
- Proactively respond to challenges to higher education with innovative and experimental curriculum design and delivery.
- Create new educational offerings to improve academic and educational experience for students.
- Design new program opportunities that leverage and build cross-college capabilities to create University-wide teaching and learning experiences.

Outcomes from 2012 Academic Growth Plan:

- Global Portfolio (new learning experience)
- BS Multi-media Narratives (new program)
- Sustainability Ecosystem
 - C-ABE core (new potential core)
 - MARCH/MS Architecture (new programs)
- Performance Materials Ecosystem
 - MS Performance Materials (new program)
- Health, Wellness & Human Performance Ecosystem
 - MS Health Innovation (new program)
- Fashion Ecosystem
 - BS Fashion Merchandising & Management (revised program) with credential clusters
 - Groundwork for revision of fashion & textile design

The Academic Growth Plan is integrated with shared governance and new program development process and approvals.

AGP Program approval process (abbreviated)



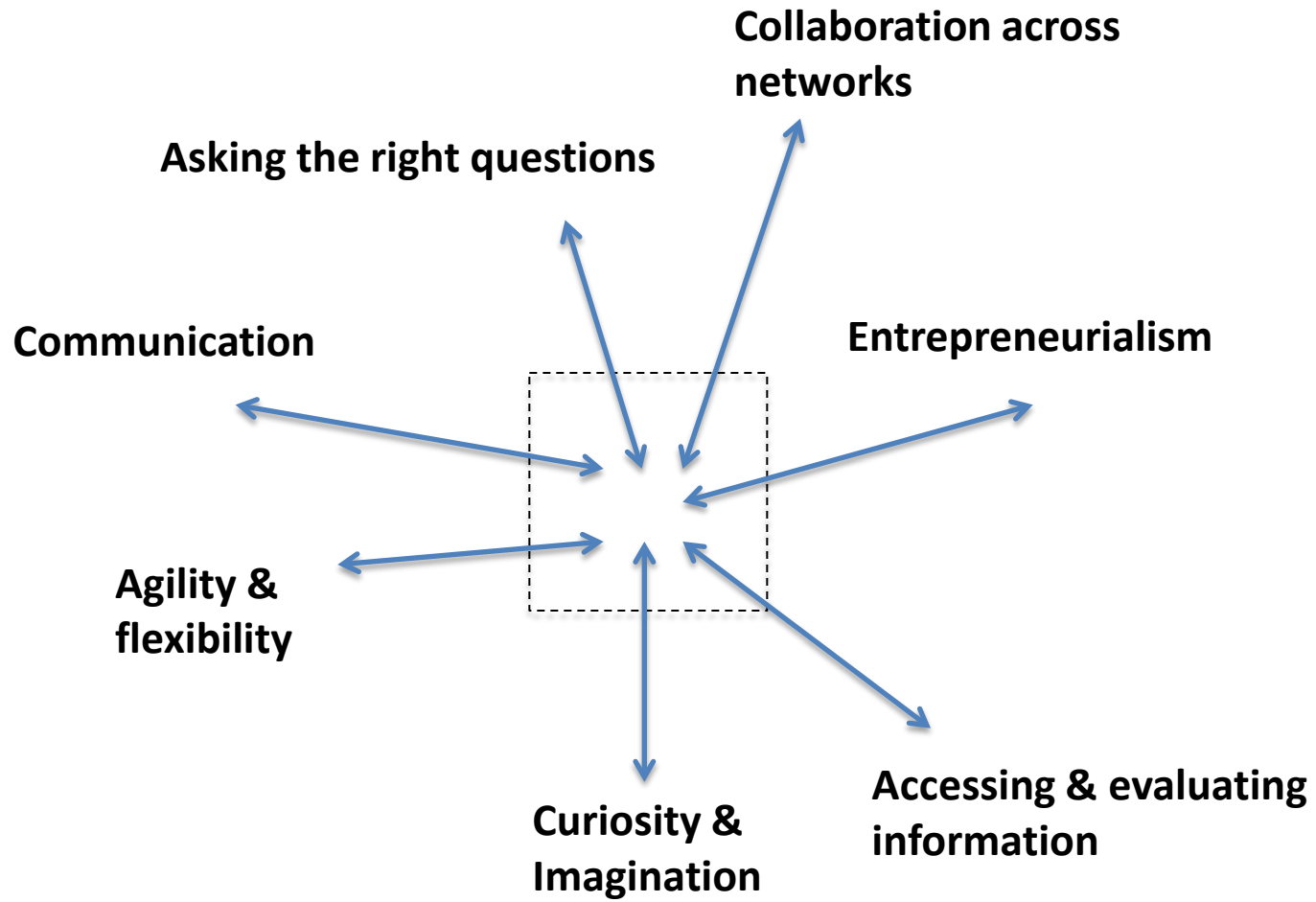
Tony Wagner, “Play, passion, purpose,”
TEDxNYED, 2012.

*Wagner is the first Innovation Education Fellow at
the Technology & Entrepreneurship Center at
Harvard University.*

Take-aways from Wagner's TEDx:

- Knowledge is a commodity
- Creating and integrating knowledge through application and practice
- Radically flipped classroom:
a site for integrating knowledge created within and beyond the classroom.

Platform learning



Platforms for Learning Experiences

Traditional notions of authority delivering content is shifting to providing a platform for generating knowledge and co-creation.

Nina Simon

What would the role of the institution be to create the ideal conditions for Nexus Learning?

The institution would provide rich opportunities for the students to engage with the world outside of the classroom and integrate their experiences with education on campus.

This requires the institution to:

- Facilitate access to resources (from outside).
- Create unique alliances and partnerships to support students and faculty work.
- Arrange its resources and design curricula so students could go out.

The institution would bring students and faculty together in new ways.

This requires faculty to:

- Shift from delivering content to supporting and guiding students in their learning .
- Create the conditions to support generating knowledge together through research and application.
- Interact with each other and others outside of the university in new ways

What are [Nexus] learning platforms?

- Something we (students, faculty, etc.) use to create unique and customized educational experiences that emphasize co-creation, problem-based learning, leveraging peer networks, etc.
- The platform is the common knowledge that enables students to personally and communally explore its implications.

Ultimately the goal would be for the institution as a platform to allow students, faculty, staff to accomplish things beyond it.

Curricular strategies

for optimizing the use of a learning platform:

- ecosystems
- badges
- lean cores
- modular curricula
- competency-based programs
- online strategies
- built-in scalability

Ecosystems as platforms

- Ecosystems are platforms for developing programs.
- Ecosystems create the conditions for Nexus Learning.
- Ecosystems create an ecology or platform of shared resources and expertise and a network of shared opportunities, resources and networks for students.

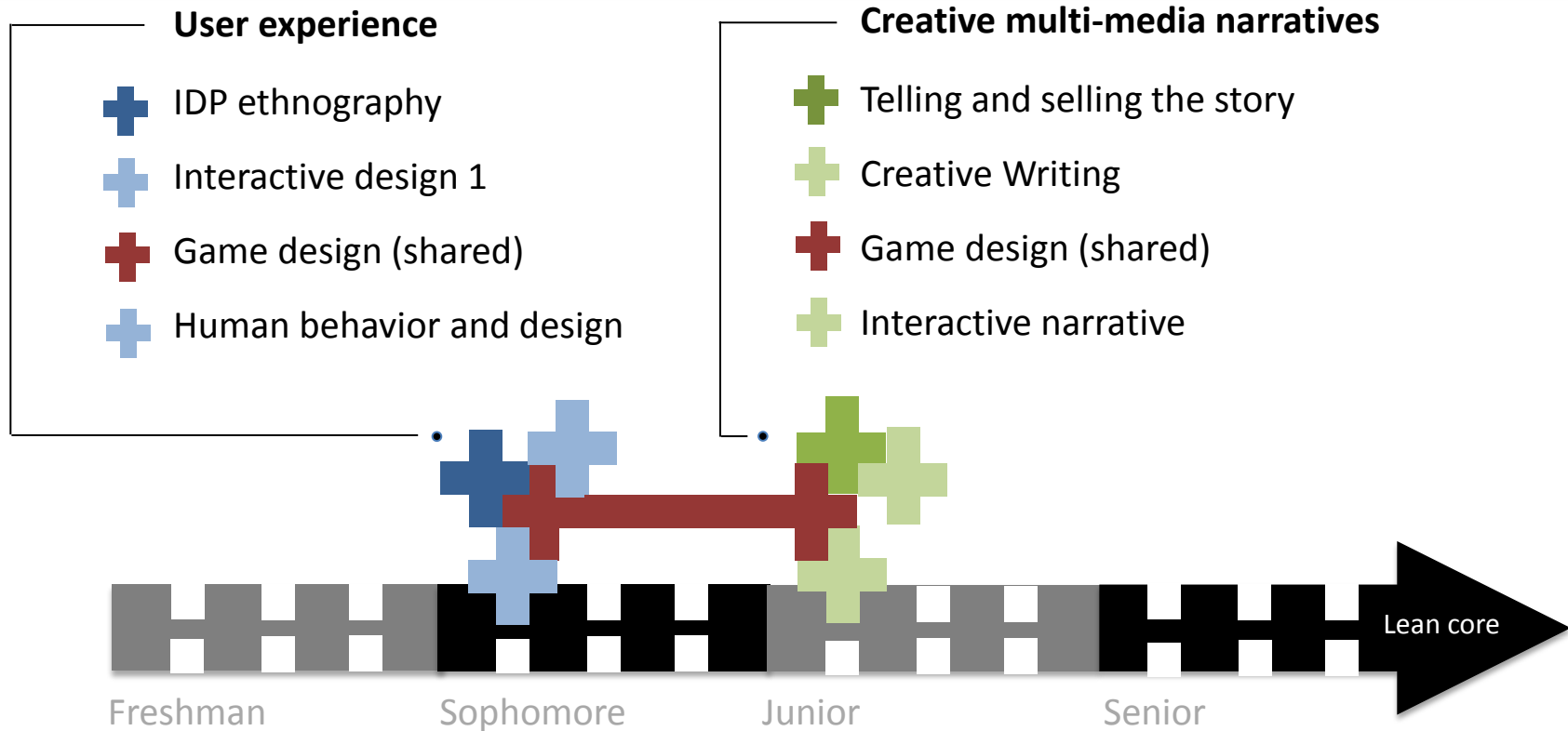
Badges as platform components

- Provide a means of credentialing units of knowledge.
- Support competency-based learning.
- Support platform learning by acknowledging the fact that content delivery in the classroom is one of many ways that students need to learn.

Lean cores & modular curricula as platform components

- Lean core = core content
- Modular units = flexible conditions where students customize their learning (fosters “play, passion and purpose.”)

Concept of a *lean core* with *credential clusters*



Lean core

- Distilled, essential, spartan, disciplined: perhaps 90 credits including College Studies.
- About *methods of inquiry*.
- Clearly differentiated in market.
- Plug and play: designed to integrate with credential clusters

Credential clusters

- Apply methods from lean core to more specific areas of study: 3 to 5 courses/experiences

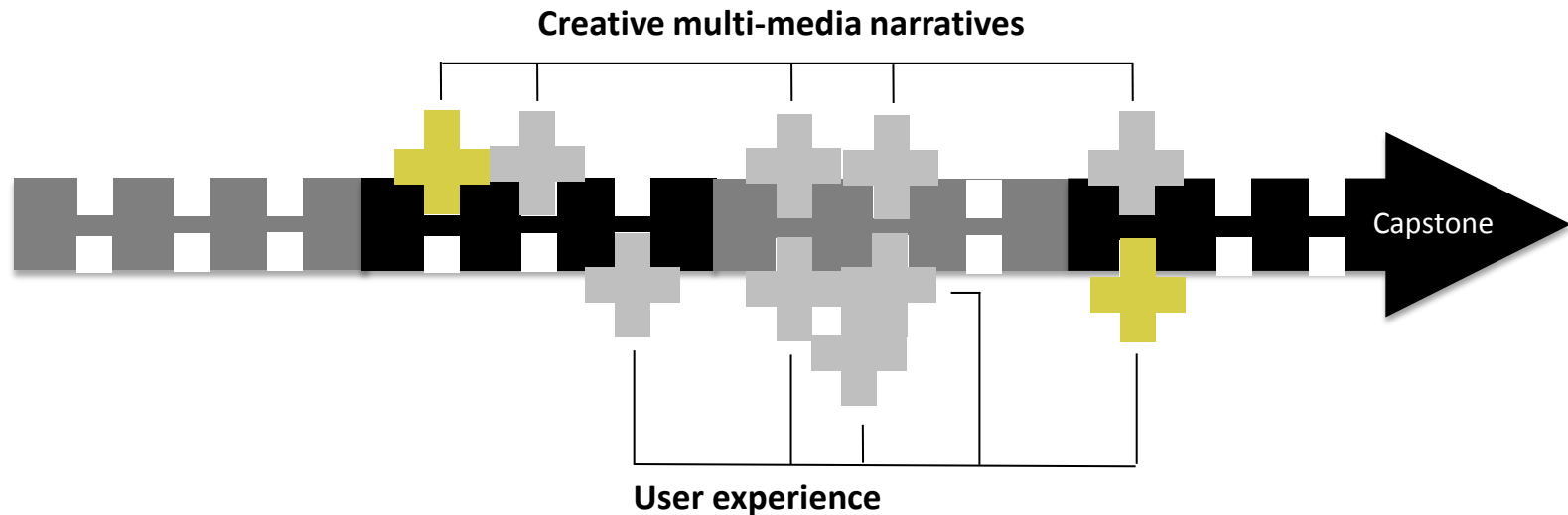
Lean core: more than courses

User experience

- + IDP ethnography
- + Interactive design 1
- + Game design (shared)
- + Human behavior and design
- + Learning community

Creative multi-media narratives

- + Telling and selling the story
- + Creative Writing
- + Game design (shared)
- + Interactive narrative
- + Internship

**More than courses**

- Lean cores could incorporate lecture series, workshops, internships, community service, internships, etc.

Credits: sketch

48 credits: College Studies
 42 credits: Lean Core
 30 credits: credential clusters
120 credits TOTAL

Scalable programs and online delivery create the potential for platform learning by providing:

- curricular flexibility.
- expanded audiences.
- student-centered programs.
- streamlined time to completion.

- 1) Monday, May 13 | PLATFORMS FOR LEARNING EXPERIENCES
FOCUS: The institution, college, and program as platforms for co-creation
- 2) Tuesday, May 14 | THE TRANSFORMATION IMPERATIVE
FOCUS: Prototyping a new model
- 3) Wednesday, May 15 | A VISION FOR ONLINE
FOCUS: Strategies for hybridizing a course
- 4) Thursday, May 16 | SCALABLE PROGRAMS
FOCUS: Strategies for scaling our current and future programs
- 5) Friday, May 17 | SUMMER PLANS REPORT
- 6) August date for summer work reporting & feedback

To repeat:

Our main focus is to plan for *responsible enrollment growth to generate more revenue for investing in the academic programs.*

FRAMEWORK FOR WORKSHOP

1. In what ways would Philadelphia University have to change (generally and specifically) in order to become a learning platform for students?
2. Design a program or redesign an existing program so that it acts as a learning platform.
3. Create a list of courses and experiences that have characteristics of learning platforms at Philadelphia University. Then, develop a new learning experience that embodies the characteristics of a learning platform.

SCHEDULE

- | | |
|----------------|----------------------------------|
| 1 – 2.15pm: | Work in teams |
| 2.15 – 3.00pm: | Report out/sharing your findings |