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Gulf Education 2013: Facilitating Innovation & Change

**THE FUTURE OF EDUCATION**

**A CASE FOR THE TALAL ABU-GHAZALEH UNIVERSITY**

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**by TALAL ABU- GHAZALEH**

**1-** "It's important to remember this really wise quote when thinking about the transition to online education: 'Things take longer to happen than you think they will and then they happen faster than you think they could. It's hard to know when it will happen but at some point this will be transformative. The first stage is when it does what was being done before but better. That's what is happening now. But we're going to where we don't need to have two semesters, classes of same length, grading on the basis of things called exams.”

**Larry Summers, former President of Harvard**

**2-** “We manage this transition very carefully. How can MIT charge $50,000 for tuition going forward? Can we justify that in the future? We see three components to MIT- first there's the student life, then there's the classroom instruction, but for us, the projects and labs activity is where real education occurs. But I don't think we can charge that much for tuition in the point for us."

**Raphael Reif, president of MIT**

**3-** "What does this all mean? The technology gives us tremendous power to solve this stark problem all around us. We need to design these so no child is left out of this. What we need to ask is : what is education after all? We need to resolve that. What are we getting our young people ready for? It's for the purpose of our life. And we need to make sure we give people a purpose to their life. It won't be done by current system. It will be done by people who have nothing to do with current system."

**Muhammad Yunus, Nobel Peace Prize Winner, Founder Grameen Bank**

**4-** “An online syllabus could reach many more students, and reduce tuition charges and eliminate room and board. Students in an online university could take any course whenever they wanted, and wouldn’t have to waste time bicycling to class”.

“Stanford, like newspapers and music companies and much of traditional media a little more than a decade ago, is sailing in seemingly placid waters. But Hennessy’s digital experience alerts him to danger. He says, “There’s a tsunami coming.”

###  John Hennessy, President of Stanford University

**5-** “ Our whole notion of 'credential', which means you went somewhere for a number of hours, needs to move to where you can prove you have the knowledge and the quality of these online courses need to improve. Over the next few years the quality will improve. 90% of these courses will be long forgotten and never viewed. Over the next five years this transformation will be phenomenal but only through a pretty brutal winnowing out process."

"Who is going to jump first into granting a degree that doesn't have the seat time requirement that we do today that employers will see as credible? Where does the credibility come from?

**Bill Gates, chairman of Microsoft**
[On the question of how to hire professors in the MOOC era] "Can you hire MIT professors who know that they need to teach 150,000 people and not 150? We have spectacular researchers who are lousy teachers. That's sad. A teacher in the future will become more like a mentor. The model of on campus education will be more about mentorship and guidance with research as an important factor."

**Raphael Reif, president of MIT**

### 6- “I can see a day soon where you’ll create your own college degree by taking the best online courses from the best professors from around the world — some computing from Stanford, some entrepreneurship from Wharton, some ethics from Brandeis, some literature from Edinburgh — paying only the nominal fee for the certificates of completion.”

### Revolution Hits the Universities by Thomas Friedman

### 7- By 2015, all schools in the country will provide wireless Internet access to enable cloud-based educational services, by which students and teachers alike will be able to connect to the Web and utilize information whenever they want. Students will be liberated from the physical limitations of the classroom and be able to access information stored on a central server, rather than on each device. “'Smart education' transforms Korean schools”

**8-** “The next 50 years could see a golden age for higher education, but only if all the players in the system, from students to governments, seize the initiative and act ambitiously. If not, an avalanche of change will sweep the system away. Deep, radical and urgent transformation is required in higher education. The biggest risk is that as a result of complacency, caution or anxiety the pace of change is too slow and the nature of change is too incremental. The models of higher education that marched triumphantly across the globe in the second half of the 20th century are broken.”

“The mountainside looks solid indeed, but there are changes ‘under the surface’. They are ‘rather invisible’, but they are unmistakable. ***An avalanche is coming*.** It’s hard, of course, to say exactly when. It may be sooner than we think. Certainly there is no better time than now to seek to understand what lies ahead for higher education – and to prepare.”

“The traditional multipurpose university with a combination of a range of degrees and a modestly effective research programme has had its day. ***The traditional university is being unbundled***.

Some will need to specialize in teaching alone – and move away from the traditional lecture to the multi-faced teaching possibilities now available:

* the elite university
* the mass university
* the niche university
* the local university
* the lifelong learning mechanism.”

 **Sir Michael Barber, Katelyn Donnelly, Saad Rizvi**

**9-** “The live lecture will be replaced by streaming video. The administration of exams and exchange of coursework over the internet will become the norm. The push and pull of academic exchange will take place mainly in interactive online spaces, occupied by a new generation of tablet-toting, hyper-connected youth who already spend much of their lives online. Universities will extend their reach to students around the world, unbounded by geography or even by time zones. All of this will be on offer, too, at a fraction of the cost of a traditional college education.”

“The era of online education presents universities with a conflict of interests—the goal of educating the public on one hand, and the goal of making money on the other. Most universities charge as much for their online courses as they do for their traditional classroom courses. They treat the savings of online education as a way to boost profit margins; they don’t pass those savings along to students.”

“Online education is forcing elite schools to re-examine their priorities. In the future, they will educate the masses as well as the select few.”

“Considering the greater interactivity and global connectivity that future technology will afford, the gap between the online experience and the in-person experience will continue to close. For a long time now, the largest division within Harvard University has been the little-known Harvard Extension School, a degree-granting division within the Faculty of Arts and Sciences with minimal admissions standards and very low tuition that currently enrolls 13,000 students……. The Extension School already offers more than 200 online courses for full academic credit.”

 **“The End of the University as We Know It” by Nathan Harden**

**10- “**Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.”

“Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. ***But that assumption is no longer valid.*** Today‟s learners are *different*. “Www.hungry.com” said a kindergarten student recently at lunchtime. “Every time I go to school I have to power down,” complains a high-school student. Is it that Digital Natives *can’t* pay attention, or that they *choose not to*? Often from the Natives’ point of view their Digital Immigrant instructors make their education *not worth* paying attention to compared to everything else they experience – and then they blame them for not paying attention!”

###  “Digital Natives, Digital Immigrants” by Marc Prensky

### In brief:

### Tsunami. Avalence. Revolution. Unbundling of Universities. End of Universities. Digital immegrants. Unsmart education

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