

The University of Georgia
2013 Academic Affairs Faculty Symposium
Brasstown Valley Resort
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Introduction by
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Teaching Academy Executive Committee

I am pleased to welcome you to the 2013 Academic Affairs Faculty Symposium. Good morning, my name is Joe Broder and I have the pleasure of chairing the Symposium Planning Committee. I also have the pleasure of serving as Executive Committee Chair of the UGA Teaching Academy. Today's symposium is the 23rd in a series of symposia that were initiated in 1991. I invite you to review the list topics of past symposia in your packets. Many significant academic initiatives at the University have been explored and developed at these events. Often, the impacts of these symposium are not immediate but new ideas are certainly set in motion for future opportunities.

Before we begin this morning, let me take a moment to thank those who made this symposium possible. First, I want to thank and congratulate our UGA President-elect, Professor Jere Morehead, for his moral support, for his financial support and for being a champion for teaching at the University of Georgia. We especially appreciate the significant role he has played in these symposiums. Next, I want to our Interim Associate Vice President for Academic Affairs and Provost, Libby Morris for her sage advice and participation in the planning process. I regret that Dr. Adams has a scheduling conflict and will not be with us this evening. I would like to acknowledge PriceWaterhouseCoopers and Mark Huber, Planning Committee Member, for their assistance in providing the portfolios for the Symposium.

At this time, I would like to thank the members of the Planning and Coordinating Committee, their names can be found on the back of the program. I would ask the members of the Committee to please stand and be recognized. I want to express a sincere thanks to Stefani Hilley, Administrative Associate, for her dedicated assistance in planning the symposium. Finally, I would like to recognize the members of the UGA Teaching Academy for their support and participation in the symposium. Could I ask the Teaching Academy members to please stand and be recognized. Let's give them a round of applause. A brief description of the UGA Teaching Academy can be found on the back of the program.

The 2013 Academic Affairs Faculty Symposium, *Learning Spaces - Learning Places: New Ways of Student Learning*, will examine how, when and where students learn. As a symposium designed for faculty, we will examine the question: how well are faculty prepared to teach in these new learning environments?

Years ago, I heard Stephen Ehrmann speak at an AAHE conference on the major transformations of higher learning. Stephen Ehrmann now serves as Vice Provost for Teaching and Learning and Associate Professor of Educational Technology Leadership in Graduate School of Education and Human Development, George Washington University.

In his article, “Access and/or Quality? Redefining Choices in the Third Revolution,” Ehrmann describes these transformations in knowledge, its creation and distribution in a historical context, as follows:

- The reading and writing revolution
- The campus revolution with the establishment of the centralized university
- The World Wide Web and its associated digital technologies

These events changes have significance for the theme of this symposium, Learning Spaces - Learning Places.

First, the invention of writing allowed us to express and record our knowledge on paper which could be read by students removed in space and time from the teacher, assuming the student could read. Amazing how we can read the works Shakespeare, worlds removed from his life. While some read Shakespeare in books, others access his writings from Kindle. The simple lesson is that the teaching space need not coincide with the learning space. The key technologies for the reading and writing revolution were paper, pen, typewriters and printing presses.

The invention of the mechanical printing press, accelerated the dissemination of ideas. Before this invention, the publishing enterprises consisted largely of one person reading to a group of transcribers who would hand-write one page and book at a time. This was a slow process, prone to errors in interpretation and quite expensive in time and human resources. Does this remind you of some of our large lectures at UGA? Despite this being a slow process, we now had many books instead of just one, and they could be distributed widely and made accessible in great libraries which were a great source of knowledge and inspiration for my generation and not so much for current generations. I recall the printing press made possible the dissemination of Martin Luther’s writings on a scale the fueled the Reformation, similar to the role which Twitter played in overthrowing the government of Egypt. Despite the advancement in knowledge fueled by the printing press, we have observed occasional book burnings by mobs that feared that ideas were being spread too rapidly.

Second, the establishment of the centralized universities in Europe was a major change in the creation of knowledge. Intellectuals, once were scattered across the countryside, were attracted to centers of learning, and thus the university as a place and center of learning was born. For the most part, students had to leave their communities and villages to study with the great minds. This brain drain of teachers and students from the countryside would greatly advance the creation of knowledge centrally, but was deficient in disseminating this knowledge to the common people or the people left behind. Technologies of the early campus revolution included lecture halls, chalkboards, dormitories, laboratories, libraries and the infrastructure to transport scholars and students, to and from campus.

Third, the revolution, aptly described as the digital revolution, as characterized by the World Wide Web / InterNet and the myriad of digital communication devices, have forever changed our concepts of learning spaces and learning places. The physical has become the virtual if not the ubiquitous. Learning, or the opportunity to learn, is not bounded by time, space or location. The notion that learning is limited to sitting in a 50 minute class, three days per week for 16 weeks, may be short-sighted. Technologies driving the Third Revolution include silicon chips, a globe-

spanning network optical fibers and satellites, telephone, fax machines, smart phones and the agreements about communications and data storage that undergird the World Wide Web

The availability of knowledge in these new virtual learning spaces, begs the question the larger question of the faculty role. That is, what unique and compelling role will faculty play in this new learning space? Or as, Sara Rimer noted, will the current faculty role go the way of the chalk board and overhead transparencies?

For this particular symposium, the question we are asking is, “Are we prepared, as faculty, to teach in these new learning environments? If not, what skills, resources and support programs are need to help our faculty be effective teachers in these learning environments. These questions will be examined across a broad context of learning environments, from the traditional large residential lecture class, online learning, field-based and experiential learning, labs, studios and seminars and mentoring and advising. These questions will be asked in our five break-out groups. This symposium is not about advocating one learning environment over another, advancing one technology or technique over another. Instead, we ask is the learning format, techniques and technology suitable to the class or context. In particular, this symposium is not intended to transform our traditional classes to virtual classes. Instead, we hope to provide examples where the technology can enhance our effectiveness as teachers.

As former graduate students, many of us were inspired by or attracted to university life because of a particular class or a professor that impacted our lives. We soon learned that the university enjoyed by our elders have changed significantly over the years. Where once the intellectual enterprise was slow and steady, the pace of the enterprise can be overwhelming, both good and bad. Technologies have hastened the pace and expectations for creating, verifying and disseminating information. In this rapid pace, opportunities for scholarly reflection is short lived. I recall a story told by Al Schmid, my major professor at Michigan State University. Al was perhaps, the smartest person I had met in higher education and I still miss our intellectual discourses. As a young boy on a Nebraska farm, Al told of his excitement on the day the Book Mobile would arrive at his country school. He would wait in anticipation to check out his limit of three books and read them over and over again until the Book Mobile returned the following week. The books and the reading experience was valued in that they were so rare. While this story may seem silly to the virtual and seemingly unlimited world of books, the question of how we instill value, curiosity and anticipation in our students, still remains. Thus, a challenge for the break-out groups is one of identifying motivations for teaching and learning, as well as assessing learning outcomes.

No doubt, some of you have asked, just how did I get invited to this Symposium? Each year, the Planning Committee develops the theme of the symposium and then invites faculty that are the best candidates for addressing the issues and problems. This year, we invited faculty, students and professionals who could offer unique perspectives on and/or benefit from a discussion of Learning Spaces - Learning Places. The UGA Teaching Academy has been invited to plan and coordinate these symposia since 2004. These symposia have become an integral part of the University’s annual conversation on academic affairs.

Many of the conversations will take place in our breakout groups. Here, participants will be asked to examine the challenges and opportunities for teaching across various learning formats. Chuck Kutal, will give the specific charge of the break-out groups.

In preparation for this symposium, we asked you to read a several articles from the teaching literature.

- The Evolution of Higher Education by Tamar Lewin - Interview with Richard DeMillo, author of *Abelard to Apple: The Fate of American Colleges and Universities* in *The New York Times* Reprint November 4, 2011.
- State of the Profession: Much Ado about MOOCs by Martin D. Snyder in *TOMORROW'S PROFESSOR* message number 1237, March 14, 2013.
- Universities Suffering from Near-Fatal 'Cost Disease' comments from William Bowen in *TOMORROW'S PROFESSOR*, message number 1230, February 18, 2013
- Three Big Changes Ahead for Higher Education by Debbie Morrison in *Online Learning Insights*, November 24, 2012.
- Skipping Out on College and 'Hacking Your Education' - Interview with Dale Stephens by Renee Montagne, National Public Radio, March 5, 2013.
- At M.I.T., Large Lectures Are Going the Way of the Blackboard by Sara Rimer in *The New York Times* Reprint, January 12, 2009.

I hope you had the opportunity to review these articles and they helped set the stage for the break-out discussions to follow this afternoon.

In closing my remarks, let me thank you for accepting our invitation to participate in the 2013 Symposium. I hope your experience here will be enjoyable and productive. Also, I hope you will meet and make new connections here at the symposium and that you will have the opportunity to work together back on campus. Finally, I hope that this symposium will help you to develop new and creative dimensions to your learning spaces and learning places.

And now to officially welcome you to the 2013 Academic Affairs Faculty Symposium is Professor Jere W. Morehead, UGA President-Elect.

Rimer, Sarah. "At M.I.T., Large Lectures Are Going the Way of the Blackboard" in *The New York Times* Reprint, January 12, 2009.

<http://www.nytimes.com/2009/01/13/us/13physics.html?>

Ehrmann, Stephen C., "Access and/or Quality? Redefining Choices in the Third Revolution." in *Educom Review*, Sept/October 1999, Volume 34, No. 5.

<http://net.educause.edu/ir/library/html/erm/erm99/erm9956.html>