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EMBRACING TECHNOLOGY IN HIGHER ED

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ABSTRACT

When one considers the landscape of technology in higher education, being proactive becomes vital to stay relevant, solvent, and relevant. Technology integration becomes a lifeline to staying in business in any institution of higher education with the new generation of tech-savvy students as consumers. "About 50 experts spent time narrowing down a list of 80 potential technologies to these six: In a year or less, massively open online courses and tablets could become mainstream. In two to three years, games and gamification, and learning analytics could follow suit. And four to five years down the line, 3D printing and wearable technology could see widespread use (Roscoria, 2013, p. 4). Administrators must have a forward thinking mentality that puts sound policy in place to handle these emerging technologies.

KEYWORDS: Embracing Technology, Landscape

INTRODUCTION

"If the moorings of higher education are in danger of being loosened in this technology-driven storm, it may be in part because of: content delivery and information access" (Watters, 2012, p. 60). The college or university no longer controls access to scholars and scholarship. The Internet has undeniably revolutionized this, with an abundance of information about just about everything now accessible online and with an increasing amount of educational content free and openly available: Textbooks, primary materials, research data, lessons, and academic journals (Watters, 2012). Schools are becoming competitive not only with offering online classes in place of face-to-face classes. But the direction of the competition is from the dawn of reputable schools offering massive open online courses. Where students start to even question the necessity of paying thousands of dollars to attain a college diploma, when the students have gotten an education for free. How will schools of higher education effectively navigate these phenomena of educated students without a degree?

Colleges and Universities should embrace the idea of MOOC's as a resource to add to the experiences of the class and the college professor. To access the MOOC's a digital device that has downloaded all curriculum material should become standard. Students may be tempted to embrace the idea that with access to MOOC's that attending a college is vital. On the contrary, the college experience is more than attaining knowledge from a MOOC. However, the appeal of attending a college is about learning to be an effective, responsible, problem solving within the context of human relationships. Sitting in front of a computer screen does not easily transfer these essential non-cognitive skills.

More specifically, colleges and universities may find it beneficial to expand, enhance, and recruit for computer science programs and the use of 3D printing. Recently, I went to the dentist to get a tooth fixed with a crown. The dentist was able to use computer technology and a 3D printer to complete the entire procedure in the office in less than 2 hours. The curriculum in such programs would be a great way to lay the groundwork for the new wave of technology that has potential to affect many of the things we do in the future. These are emerging trends that speak to our recreation, creativity,

national security, and practicality. Robust computer science programs would be able to drill down into the futures curriculum that would benefit emerging and traditional careers. Perhaps, adding a contingent of coding classes with each specialization would provide the foundation needed to enhance every program.

CONCLUSIONS

Finally, effectively using the technology learning analytics to provide a structured atmosphere of seamless assessment and evaluation is a technology that needs to be developed to drive improvement of programs based on data. Educational purposes in the midst of embracing technology into the classes still should be about how students, acquiring the subject, applying knowledge to new situations and wanting to continue learning (Parkay, Anctil, & Hass, 2014).

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