



A November 2011 response to the question “What will teaching and learning look like in the 21<sup>st</sup> Century?” drawn from Two Years to Two Decades focus group feedback and input from the Teaching & Learning in the 21<sup>st</sup> Century initiative committee.

## Teaching & Learning in the 21<sup>st</sup> Century

### **...serves an increasingly diverse UW community**

The UW’s commitment to access and its mission of high quality teaching and learning will remain strong while responding to the changing needs and expectations of an increasingly diverse UW community shaped by demographic, globalization, education, and technology trends. We will continue to provide rich interaction between students and instructors (faculty, lecturers, adjuncts, TAs, and others teaching UW students) while becoming more flexible and nimble in how, when, and where interaction takes place. In addition to traditional UW students, future students are more likely to include mid-career, working, ethnically or socio-economically diverse, first generation college attendees, English language learners, part-time, or geographically remote students. Instructors will also reflect this broad diversity and arrive with different expectations around teaching approaches, tools and technologies.

### **...involves more innovative pedagogies and experiential learning**

Teaching and learning will expand beyond the traditional classroom, involving more experiential, problem-based, collaborative, small group learning experiences and attention to forming learning communities. Field work, field trips, and in-class experiential learning will illustrate course concepts and involve engagement with community leaders and mentors. Teaching will include providing access to online materials that promote shared, peer learning and interaction outside the classroom. Instructors will increasingly act as guides and facilitators, drawing attention to key concepts and helping students make sense of information. Teaching and learning are also themselves a field of study. Across the UW community, instructors will increasingly apply research techniques to determine best practices and add to the body of knowledge. Best practices will be shared as toolkits, techniques and other peer resources for instructors experimenting with pedagogical innovations.

### **...is more collaborative**

Teaching and learning will be more collaborative as students and faculty work with peers within and across disciplines and institutions. Local and remote collaboration will see students engaging issues, problems, and people at locations ranging from across the room to across the world. There will be more choice, course options, and interdisciplinary majors as study shifts towards problem-based learning and breaks down social, communication, and institutional boundaries. Collaborative teaching will include team-teaching on-site, online, and broad experimentation. Administrative collaborations in IT and student advising will provide course-of-study planning tools to current and future UW students.

### **...is supported by technology**

Contemporary educational technologies, media, online and electronic means of delivery and interaction will enhance, not replace instructor interaction with students. Students will increasingly access online content beyond course materials and integrate their online social and academic activity and networks. Physical location and schedules will provide fewer constraints as students move between face-to-face and virtual interaction with some coursework available 24/7, on demand, on devices of their choice. Instructors will organize content and interaction, incorporating simulation, tutorials, video, eTexts, annotation tools, and resources that make use of cloud computing, social networking and emerging technologies. Many new faculty will expect to customize materials to learning objectives, to link to relevant text and materials, and to use teaching technologies, collaborative and course management tools. Alternative course formats will incorporate technology with online, hybrid, and blended courses. Teaching will involve comfort in multiple formats and media, deciding which activities are better online or face-to-face, and taking advantage of the increased quality of digital tools, visual resources, classroom and mobile technology. It will include attention to developing critical digital literacy skills so students can gauge the reliability of information and negotiate trust, privacy, etiquette, academic research and writing skills in a digital age. Instructor support will include ways to adapt to and adopt emerging technologies.

### **...is aware of changing student expectations**

Competition for and accountability to students will increase as they pay a greater proportion of the cost of their education. They will enter the UW with higher expectations around the value of class time, tasks, and texts and service equal to their higher contribution. Units and instructors will seek to balance student expectations with learning outcomes and curricular objectives. Administrative units will become more efficient and effective, supporting teaching technologies, new delivery formats and interaction patterns. Academic leaders and instructors will look for scalable, sustainable models that do not rely on short-term funding or increased workload to enhance learning.