

Daffodil International University (DIU)

Disruptive Innovation in Higher Education in Daffodil International University: Users' perspectives

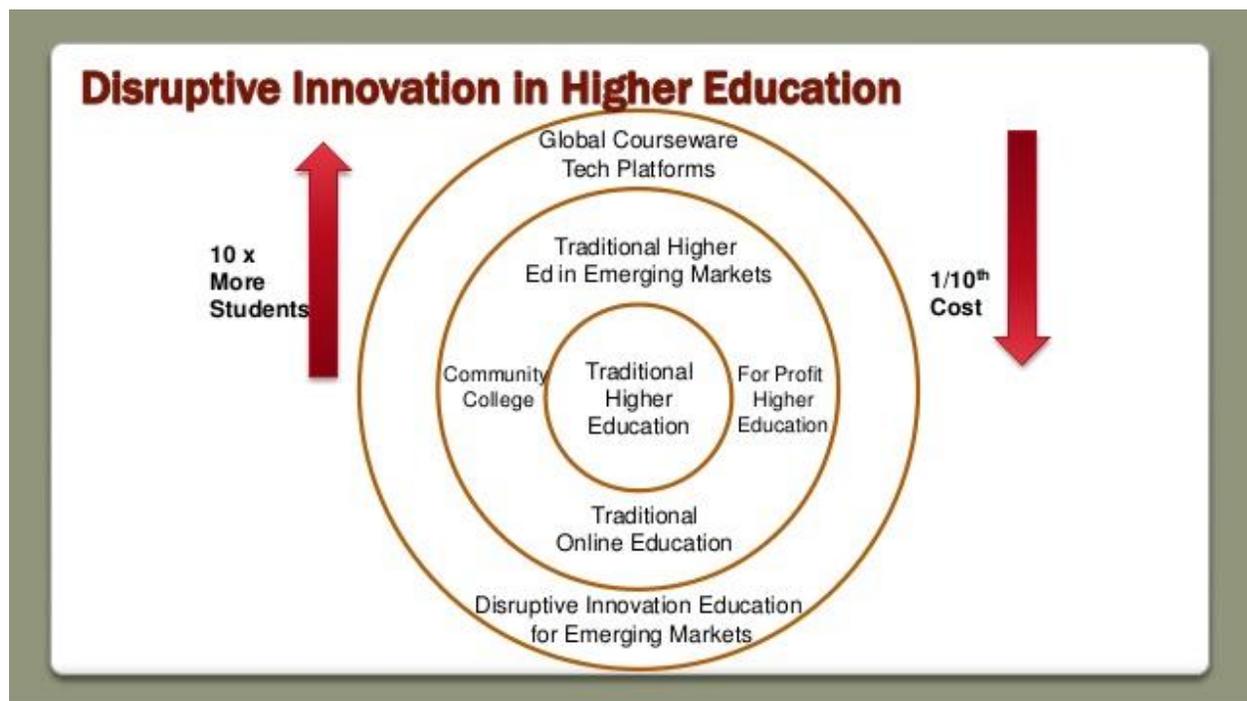
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Preamble

There is this tendency for policy makers and institutional leaders to take any kind of technological advancement, call it a 'disruptive innovation,' cram it into the classroom experience and then hope that somehow efficiencies are going to magically appear.

In both higher education and the world of business, constant striving for improvement and excellence in one's products and services—be they computers, cameras, curricula, teaching, or research—is widely accepted as an appropriate and fruitful strategy. Clayton Christensen, professor of business administration at Harvard Business School, explains how this gulf is often filled by disruptive technologies, which trigger important changes in the basis of competition in their field.



Needs and advantages of Disruptive Education

1. Disruption presents a great opportunity for higher education: Products or services that disrupt a market typically target people who don't already consume technology in that market. And that's why disruption is a great opportunity for universities. Products or services that disrupt a market typically target people who don't already consume technology in that market. And that's why disruption is a great opportunity for universities. For example, a faculty can take classes (not with his physical presence) and may moderate the case study arguments with a robot in the classroom, a three-button device for each student and video.
2. Odds are against high-end online classes beating traditional education: Universities have at least two choices in delivering education services: Make better services in the traditional education market or provide a service that will reach non-consumers of their traditional services. Christensen is concerned that universities are trying to make online classes that compete with traditional in-person classes, and the odds aren't in their favor to make that happen. Disruption will come from the bottom and rise up. As products move up from the bottom, the companies that produce them will take technology from the top contenders to make their products better.

The Disruptive Potential of IT

Disruptive technologies evolve in a completely different way. Christensen visualizes how computers may disrupt completely the manner in which education is imparted today. Disruptive innovation may proceed in two stages.

The first stage is the introduction of computer based learning. The next stage would be the deployment of student centric technology.

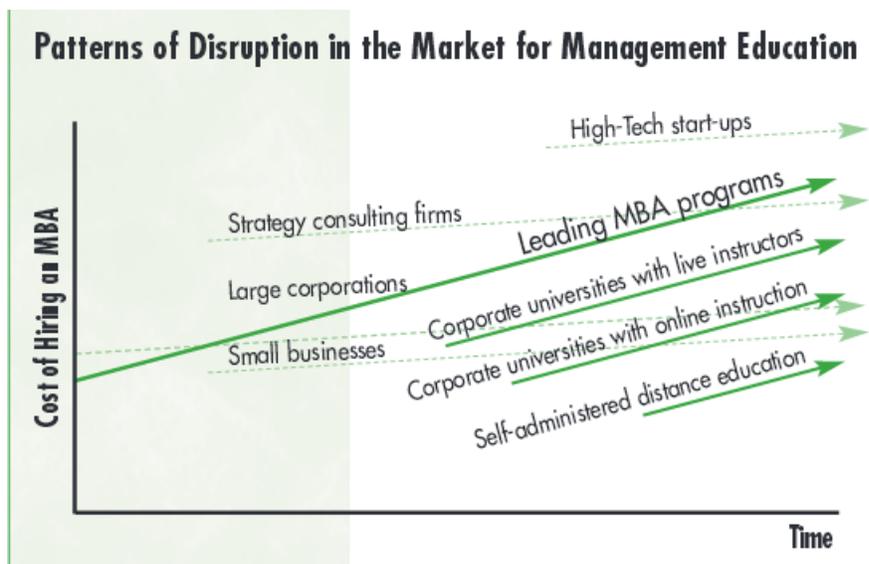
In the first stage, i.e., computer based learning, the software will remain monolithic. The instructional method will largely mirror the dominant type of intelligence or learning style in each subject. However, the software may allow students to choose different ways of learning the material. Computer based learning will disrupt teacher led instruction. In the second stage, student centric technology, software can help students learn each subject in a manner that is consistent with their intelligence and learning style. Today personal tutors are available only to the rich. Student centric technology will provide "virtual" tutors to many more students who find themselves left out today. Such virtual tutors will replace personal tutors and democratize customized learning opportunities.

IT will push teachers into more value adding roles. Instead of delivering a one-size-fits-all instruction, teachers will spend more time with each student to help them deal with their individual problems. Teachers will act more like coaches and tutors and help students find the learning approach that is most appropriate for them. This will obviously call for teachers not only to be more technology savy but also empathetic towards the individual learning styles of students.

Sustaining versus Disruptive Technologies

Most new technologies or improvements in services enhance the performance of established products along the lines that mainstream customers have historically valued. These sorts of innovations—whether incremental or breakthrough—are sustaining technologies that move a product up the technological progress trajectories. Research has shown that the pace of technological progress in almost every market outstrips the ability of customers to use that progress.

Patterns of Disruption in the Market for Management Education



Initiative of Daffodil International University towards Disruptive Education

Daffodil International University has taken various initiatives of the following and going to implement others within short period of time:

1. Google class room
2. Moodle at the eLearning Center
3. Flipped Class Room
4. Graphics Novel

5. 2+2 Programs
6. E-learning
7. Blended mode of education
8. Online courses in the Moodle

Conclusion

The disruptions happening throughout education more generally afford us an opportunity to revisit how we cultivate children's learning and futures—and hopefully allow us to do it in a way that is even better, given what we now know today. That's not preordained either, of course, but we have the opportunity. It's now all of our turn to shape it appropriately.