

Welcome to the first in our OLE series!

Over the past few years, I've been fortunate to travel within and outside of the United States to talk about using technology in both the "traditional" classroom (on a campus, with tables and chairs and, hopefully, a lot of students) and the "online" classroom (with a computer, a webcam, and students distributed across the globe, all from the quiet of a home office, perhaps wearing a professional top, but, unseen, shorts or no shoes). Right? Anyone who's ever taught online has probably watched BBC dad and his adorable kids, nodded knowingly, and said, "No pants. Shorts. Hopefully." Stay-at-home comfort is one of the best perks of teaching online!



I feel very connected to this father as his daughter interrupts him because my young son has similarly interrupted my work many times -- though, thankfully, never in such a public way. My son interrupts because he's young and just feels like interrupting (sigh). He interrupts because he's curious about what I'm doing and perhaps wants to join in. He interrupts because he doesn't realize that what I'm doing might be important --- despite, let's be candid here, COUNTLESS explanations otherwise to him. Computers are just so common in his young life that he doesn't notice my online interactions as particularly different from anything else that happens in the normal course of affairs. He is technology native, having started using an iPad when he was 18 months old, a smartphone soon thereafter, and a desktop computer by age 3. And he is our future as instructors. Our future and ... part of our present. Technology is so prevalent – in our homes, schools, and everywhere else that, at least in the US, we actually have campaigns to get people away from technology (for a little while). Like this one! #devicefreedinner

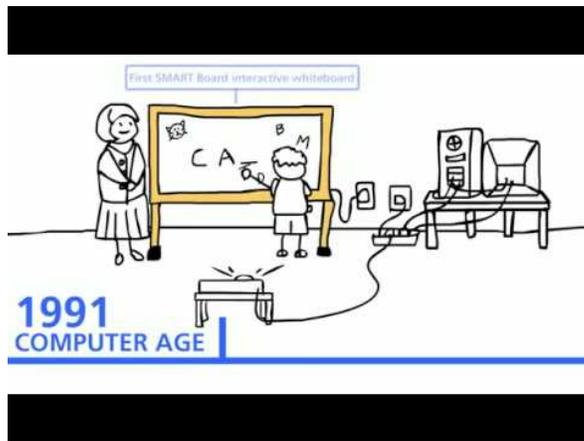


Here are some statistics that a colleague and I have shared at various talks over the years, from a study conducted by the Pew Research Group (2011): 83% of millennial students report that they've slept with or next to their phone; 88% of millennial students say they've sent text messages; and perhaps the most astonishing statistic of all ... TWENTY FOUR PERCENT of millennial students report that "no pants. Shorts. Hopefully." Stay-at-home comfort is one of the best perks of teaching online!

they've slept with or next to their phone; 88% of millennial students say they've sent text messages; and perhaps the most astonishing statistic of all ... TWENTY FOUR PERCENT of millennial students say that "technology use" defines their generation. Wait, what? Twenty-four percent doesn't sound all that high. It actually sounds really LOW. Yep ... For technology natives, technology doesn't define anything. It just ... is. Now, some of you might be thinking, "Those are 2011 statistics. They're old and outdated!" That's true. Similar research isn't super-available that's much more recent than that. But ... those numbers seem unlikely to have gone down since the Pew study (excluding, perhaps, that curious one about "technology use"). If you think about the next generation, it's close to possible to imagine a new classroom reality.

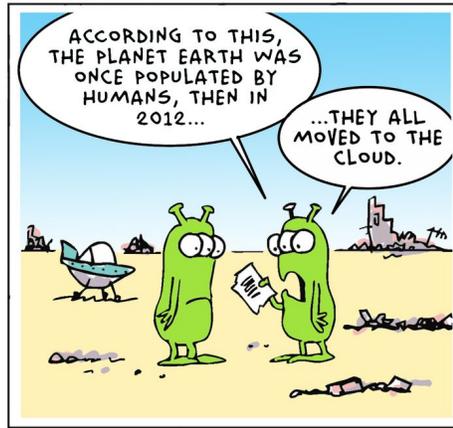


Interested in a couple more statistics? Around the time that Pew report came out, McKann Erickson published a study of technology use in seven of their markets (Brazil, China India, Mexico, Spain, UK, US). It included the discovery that 53% of surveyed teenagers would give up their sense of smell before giving up their technology (2011). Shh ... No one tell them that would mean they'd also be giving up their sense of taste. (I'm guessing the balance might shift if those surveyed better understood that sacrificing the first sense might also mean giving up chocolate. I call survey shenanigans and bias!) Moving beyond handheld appliances to much bigger appliances ... The most recent US NCES (National Center for Education Statistics) report indicated that more than 5.7 million (equal to 28.5%) of all US students in degree-granting postsecondary institutions have participated in at least some distance education (2014 data).



No matter what you call it – online learning, distance learning, e-learning, that annoying new type of learning that's replacing the kind of learning that you had as a kid and might wish was still everywhere ... the argument can be made that professors – around the world – have a responsibility to begin at least dipping their toes into the cloud and everything attached to it (mixed metaphor alert!). The global market (for-profit ventures, universities, etc.) for technology-based learning and associated systems exceeds \$100 billion and is growing rapidly, with many countries active in adopting new technology-based approaches. Consider, for example, the self-paced e-learning growth rates for the top five adopting countries: India (55%), China (52%), Malaysia (41%), Romania (38%), and Poland (28%) (Ambient Insight, 2015). The following cartoon may have imagined 2012 inaccurately, but it doesn't feel all that far from our future.

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That's what this OLE series is about. I will try – sometimes with friends and colleagues, sometimes by myself, and, hopefully, sometimes with readers, to help provide information and ideas about how instructors (of entrepreneurship, specifically) might understand and deploy both “bite-sized” and larger technology tools in a way that can better connect them with students and improve their classroom efficiency and effectiveness. I'll also try to share some ideas about how those already using technology might further enhance student engagement and learning. And, last but not least, I'll hopefully help start a great big ICSB conversation about this topic, so we all can help each other be more effective educators with technology.



If you have any topics that you'd like me to tackle or tools that you'd like me to ponder, please send an email with suggestions to elissa.grossman@icsb.org. I will also soon post a survey here (using one of those tech tools that I've been talking about), where I seek some direct feedback about what you might want to know. Last, but not least, I'll soon announce our first webinar – about live online instruction (when you're teaching many in a video conference setting). The provisional title: “Even Though We Can Only See You From the Shoulders Up, We Can Still Tell That You're Messengering Friends.”