

Project Completed by:



VZP DIGITAL

EDUCAUSE

Introducing the 2020 EDUCAUSE Horizon Report

Friday, March 6, 2020

1:00PM – 2:00PM Eastern

EDUCAUSE

Introducing the 2020 EDUCAUSE Horizon Report

Friday, March 6, 2020

>> Susan: Hello everyone. Welcome to today's EDUCAUSE webinar, introducing the 2020 EDUCAUSE Horizon Report. This is Susan Grajek, Vice President of Communities and Research at EDUCAUSE, and I'll be your moderator for today's event. We'd like to thank HP and Oracle for their sponsorship of the 2020 Horizon Report. Now, you are probably familiar already with the interface for our webinar, but I would just like to give you a few reminders. We hope you'll join us in making this session interactive. You can do that by using the chat window on the left hand of the screen. You might want to use it to submit questions, to share resources, to make comments. Anything you would like. If you're tweeting, please use the tag #EDUCAUSEwebinar. If you have any audio issues, click on the link in the lower left-hand corner of the screen. And, at any time you can direct a private message to "Technical Help" by clicking in the Top right-hand corner of the chat window. If you do that, a drop-down menu will show up and you could select start chat with and host. Let's get started. People are planners. We all of us despite the fact that we know that it is good to live in the present and be in the moment, we know that we actually live halfway in tomorrow, next month, next year. And we are always making choices. We are making choices about what we will do and not do all the time. Every plan, every choice we make today is actually a bet on the future. Now, when the present is unsettled, the future is also or at least it feels that way. And boy do we ever live in unsettling times, huh? If we are always making bets on the future and if nobody can actually predict the future, how can we make better bets? Well, we can be making better bets by thinking more deliberately and more consciously about the future. And that's what the Horizon Report can help you do. EDUCAUSE has reengineered the Horizon Report to help it become a better tool to inform your plans and to inform your thinking about the future. We are going to talk about the changes we have made and how they have made possible a better and richer set of resources to help inform your chases and plans. We will also invite you to weigh in and help us to live up to the legacy of the Horizon Report and make it work even more effectively for you. Because this is your tool. So, let's get started. I'm delighted to be able to introduce our four speakers today. We are joined by Malcolm Brown, Chris Brooks, director of research at EDUCAUSE and two of the Horizon panel members, Tanya Joosten and Rob Gibson, director of learning technologies at Emporia State University. So, thank you so much for joining us, for being here. And with that, let's begin. Malcolm.

>> Malcolm: Thank you very much, Susan. Welcome everyone. Thanks for joining us today. What I would like to do now is to talk a little bit about some of the shifts we have introduced for the Horizon Report and take you on a quick tour of the contents and then I will turn things over to my three colleagues here to hear from them their ideas about the implications of the materials in the Horizon Report and then go on to discussion and Q&A. Now, we have made the Horizon Report available for a few days now. But if you don't have a copy yet, you could click on that URL and Jamie Farrell is going to be putting the URL in the chat space. You could click on either one of those and download a copy of the report. I would like to acknowledge the team here at EDUCAUSE that is behind the Horizon Report 2020. Each of these colleagues of mine have contributed largely and often, so to speak. It has taken us a good year to bring it

together. So, thank you so much to my colleagues for the great work they have done on this report. So, before we go on our tour of the report, let's do some polls. Assuming that a number of you have already downloaded it and taken a look at it. We are curious about your initial reaction since we have introduced some changes. What do you think of the 2020 report as opposed to the way it has looked in the past? We got some pretty good and great. Some people are feeling the cheese has moved. Okay. -- feeling the cheese has moved. Okay. Some feels like it is watching election return on TV. Okay. It looks like most of you are thinking that the Horizon Report at least the [indiscernible] thank you. So, Jamie, we could go on to the next poll now. So, the Horizon Report for 2020 has the primary sections in them. The trends, the emerging technologies and practice as scenarios or all of the above. Which do you think is the most useful? A single section or all of them taken together as a cluster? Looks like quick out of the gate is the section on emerging teaches and practices and also all of the sections taken together. Okay. It's looking like those two are going to be the clear ones in first place or second place. Jamie, thank you. Let's go on to the third and final. So, this one we want to know how you might make use of the Horizon Report on your campus. In this one you may choose all that apply. Not just one. But is it going to help you think about your job in ways that you can hopefully have -- oops, we have a boo-boo here in the poll? The second one has been merged with the first one. Let's see what we can do here. Looks like all of these are trending in terms of getting votes. Looks like folks are saying how can I do my job. Share with my colleagues on my own particular campus or organization and senior leadership and the faculty which are key stakeholders. All right. Jamie, that will do it. Thank you. Thank you everybody. Thanks for your participation in that. Let's take a look and see what is going on with this new Horizon Report. So, I taught this quote that everyone is familiar with and as far as I can tell, this is the original formulation made by this professor, Dennis Gabor who won the Nobel Prize for his work in holography. I put this quote here because thing captures the key idea behind are, we worked the Horizon Report 2020. We will be returning to this point during the course of this webinar. But one thing to note that may escape attention, note that he's using the futures in the plural and against the future in the singular. So, predictions at least those that are farther in the future by a few minutes and whose scope is wide are very often on shaky ground. For one, they are based on the assumption of a singular future. For example, X will happen next year. For another, they can appear silly years after they were made when they only think about Bill Gates prediction made years ago that no one would need more than 640 kilobytes of ram in their computer. But prediction can Rob us of agency. If we think X will happen and there's much to do except sit around and drink some coffee and wait for X to happen. If instead, we think of the future as something to be invented, we could regain that agency. We could exert an influence on what will happen next. We can identify which ones we want to be realized. The question for us shifts from what will the future be to which future do we want to have. So, this is an article written by Marina Gorbis, CEO of a think tank in California. And they are proponents of forecasting techniques. On that URL if you want to download her article as it appears in the review, just click on that link and you will be able to download it. Now, just summarizing her main points, she makes five main points in her article. The first is that predictions tend to focus on a single event and so can hinder us because we are so narrowly focused on that -- sona sona -- so, narrowly focused on that event. .2, unlike the past, there's no data for the future. Historical data is useful and there are many inflection points. Significant events occurring now in the present are signals of some trend or pattern. We need to ask why is this happening? What is going on here? What are its implications and what is this a signal of? As for her third point, she suggests that we look for the larger historical patterns and she makes the point we don't repeat history. We repeat patterns. Her fourth point is the reason for interpreting signals and if

we are look for patterns of change is to help us move from today's way of doing things to tomorrow's way of doing things and finally, the fifth point. Thinking about the future is a collaborative and highly communal affair. We need experts from a variety of domains. I would point out that her article was the most read article in 2019. So, I think that her approach and her suggestions that the methodology of forecasting has achieved residence with the community. So sum up this sort of first look at the Horizon Report, we're hoping it is not a place you will come to find answers and predictions and it is not a place where conversation should end, but it is a collection of resources to help jump start your planning and your conversations at your institution. So, now let's go on a very quick tour of what is inside once we peek in past the cover. You will first encounter the section on trends. Trends as we know, I like to use the analogy of trends being like wind. Wind has a direction or vector to it. It also has varying degrees of force. There are strong winds and trends and weak ones. What we need to do in terms of understanding and anticipating the future is to look around and determine what the trends are that are swirling around higher education and exerting major forces on higher education today. So, the way we have approached it this year is to borrow from the institute for the futures methodology and come up with these five classifications or categories of the trends. As you can see social, technological, higher education and political and with our expert panel, identified a number of trends under each category and then by a process of voting, whittled it down to the three top trends in each of these categories. So, for each trend on the pages within the Horizon Report for 2020, we have the trends under the category listed with a little write-up on their impacts and evident and at the bottom, in keeping with the Horizon Report tradition, we have suggestions for further reading. You will see those pages for each category of the trends we have assembled with the help of our international expert panel for 2020. The next section is emerging technologies and practices. And in this slide, you will see the 2019 version there on the left and the current version, the 2020 version on the right. So, here perhaps the changes are most conspicuous. You will see what is missing in 2020 is that we are no longer utilizing or constructing time horizons to adoption. We felt that the way of predicting according to time adoption assumed a linear path to main stream adoption. But we know that often times these pathways are anything but linear. It was also not entirely clear what was meant by main stream and that main stream, we think, is not the most important factor around these technologies and practices for the community. Instead, questions like the potential for a positive impact on learning and how might faculty react and receive it, those questions are more to the point. So, we felt, in short, that the what is more important than the when. So, as you have probably seen already, here are the six identified technologies and practices for 2020. You can see some of these are practices, the panel chose to identify adaptive learning as opposed to adaptive technology. By opening up the possibility of including practices here, we were able to included instructional design and open educational resources which are not technologies but are practices. The other innovation we introduced is the chart you will see for each of the six. We asked our expert panel not just to identify which of the six we wanted to include in the report but analysis these five factors. For each you will see a chart like this. The way the chart works or is to be read is that as it goes to the right, it means more. As it goes to the left, it means less. In this case, the analysis by the panel for open educational resources came out to be anticipating moderate costs, better than average faculty receptiveness, higher expect for learning impact and higher expectations for support, equity and inclusion. We are hoping this kind of analysis will help the enumeration of what these six are. The next section is the scenario section. And this again we are taking a page from the methodology of the institute for the future. By constructing scenarios of the future, it informs and help shape your action plans in planning for the future. It is like thinking about a wind tunnel. If you have a model for an aircraft

and want to test how it might hold under wind forces and direction, you put it in a wind tunnel and you subject it to the wind. When you are thinking about constructing a plan for the future, you might want to think about how this will stand up to a variety of possible future circumstances. So, again, taking a page from the institute's playbook here, we borrowed what they call their four scenarios. Obviously as you can see here, one is collapsed and there's strength, growth and transformation. You will see a scenario each written from the perspective of 2030, looking back in the 2020s in these four areas. We are hoping they are will be of assistance to you in planning for the future and trying to see which of your plans might be robust enough to be successful in a variety of these scenarios. The final section is what we call the implication section. What we did was to invite nine people from the expert panel to take a look at the materials that we assembled for the 2020 Horizon Report and to draw implications from that for their particular segment of higher education. And these are the segments we identified for the 2020 report with an international perspective as well as corporate and a global perspective. The nice thing about this and the thing I have come to appreciate having these included is it gives you a sense of the global picture, what issues we share and what issues are unique to a particular segment. And with that, that concludes a very quick tour of the Horizon Report. I would now like to call on my three colleagues to talk a little bit about what they see as interesting or what the implications might be from the Horizon Report. And to lead off, I would like to ask Tanya Joosten to come to the mic and, Tanya, what do you see here that is of interest to you?

>> Tanya: Hi everyone. This is Tanya. Looking at the Horizon Report, there were just key things off the top that I found value in and I'm sure a lot of you did as well. I think first of all, previously we saw a lot of focus on the technology and the emerging tech and I think I'm very appreciative to see more of a focus on not only just emerging technology but on practice as well. Because a lot of us know the practice is probably more important than the technology anyways. I think another important thing is technology is not in a vacuum. And so, it is great to see that there was attention drawn to the context of -- surrounding the emerging technologies and practices and talking about differences with institutional type as well as the global and the international context in which these technologies or which would affect the implementation of these technologies. And so, I think the fact that practice was included is great. The fact that context is good as well. When we were having a meeting -- I should mention, I was not involved in the writing of this or the development of this in anyway. And when we were having a discussion about the panel, I looked over on my bookcase as I'm sure many of you, and I walked over and found my stack of Horizon Reports. I didn't have any 2004 because I wasn't involved then. But I did have my 2005 Horizon Report and I started looking over them and thinking about what was the purpose of the Horizon Report and the criticisms it has had over the years. And I was, you know, glad to see that EDUCAUSE is listening to the folks in the community and that they have considered Audrey waters and Steven Downs reaction in reworking the Horizon Report. A lot of us look at the Horizon Report as sort of something to guide the decisions on our campuses. So, it is just one piece of evidence. A lot of times people will just look at the emerging tech and say oh, there's nothing new here. But it is great because we are not just focusing on technology anymore. We are focusing on practices and a lot of people argue maybe this is not accurate and why is this included and why is that not included. And I think what we need to really be thinking about is these practices that are shared with us, we have classes included that are happening across the country and across the globe. What out of this is going to help us solve the problems on our campuses? What pilots could we be running in order to explore these technologies? Now, like many of you possibly on this webinar that has joined us, some of these things are not new for

us. Some of us have been working on these things for five, ten or 15 years. And that's where we get into some of the other information included in the report is important. When they talk about the dimensions of adoption. Yes, some of us have been toying around or exploring the features of certain technologies and so forth for years. But the rates of diffusion are going to be different based on the institution, context, based on not only our contacts at our institutions but also statewide and lots of the other trends that were discussed in the beginning of the report. So, I think we shouldn't spend time focusing on whether it is accurate or not. This is one study with one methodology. I think that we should look at are these things that are aligning with our goals out our institutions. What sorts of things should we be exploring? What sorts of things could we look to partner with other institutions on scaling? Some of these things are fairly new and some of the folks involved in them, some of the institutions are very cutting-edge institutions. A lot of colleagues included in the report and cases of what is going on in their campuses. Looking to partner with some of these folks to learn from the folks that are included in here, that is really what this provides an opportunity, I think, for many of us to do. So, I look at it and think back to 2005 and so on and how we looked at this as are we on the right track? Are there things that can help us better solve the problem at our campus that we should be prioritizing or allocating resources to and those sorts of things. So, I think that those are where I find the value in it from my perspective. And I appreciate the effort that goes into creating some like this for all of the panel members and for EDUCAUSE as well in promoting this for us all nationally and now internationally. To help guide our efforts on our campuses to be more strategic.

>> Malcolm: Tanya, thank you so much. Next up is Rob Gibson. He is joining us from Emporia State University. So, Rob, you have the stage.

>> Rob: Okay. Just want to do a quick sound check. Can you hear me okay, Malcolm?

>> Malcolm: Yes.

>> Rob: Thank you so much, everybody. Good afternoon, good morning. Wherever you happen to be located at. I appreciate the time today that you have taken to watch this webinar. I have a few prepared needn'ts that hopefully will generate some questions and answers as -- discussion rather as we near the end of the webinar. So, if you indulge me, I would like to go through that. I was fortunate enough to be invited to participate in the emerging technologies and practices section and along with my co-authors, we put together and looked at the exemplars submitted for that section and got a chance to explore those more in depth and did some reflection on that. So, I'm very much delighted to join you today and step through some of that. And then also sort of look at a couple of exemplars that were -- or talk about some that were submitted as part of that. Again, the internationalization of this is very important. It is something we really keyed in on. We wanted to look and see if we could find examples from across the globe for each one of those different domains. It bears mentioning, Malcolm mentioned this earlier, unlike previous Horizon Reports, this year's effort focuses mostly on two different things. Both technology and also practices and condition that promote greater awareness and adoption and also inform the decision makers on our campus. This Horizon Report represents international institutions. In fact, more than 1/3 of the panelists were selected from institutions from outside the United States. This provided the report authors a global perspective regarding technologies and practices effecting teaching and learning. The Panelists were asked to consider -- panelists were asked to consider those that are

increasingly important related to diversity, equity and student outcomes, risks, faculty receptiveness to change and the cost of the technology or practice as it relates to acquisition and ongoing support. From a list of 130 plus technologies and practice panelists identifies six prevailing topics that may serve as an indicate regarding current and future trends. Adaptive learning and I will do an -- adaptive technologies and AI machine learning and educational, analytics for student success, evaluation of structure design, open educational resources -- XR, AR and VR. It is too did I feel to predict when or if some of these technologies or practices will become realized. To gain a sense of those 130 plus ideas the panelists evaluated each technology or practice across those previously discussed dimensions using a five-point rubric. The first of the six emergent technologies -- let me interject I was heartened to say this was one of the more utilitarian areas. I was glad to see that. The first of the six emerging technologies was adaptive learning technologies. You may refer to this as personalized learning or individualized learning. This entails delivery of instruction to learners tailored to their own individual needs. Delivery smg -- systems can adapt to the student's learning needs and perhaps their dispositions. This allows the institution to perhaps rethink the delivery of courses or even entire curriculum. An example of such a system comes by way of Deacon University in Australia which provides feedback tailored to each learner. The second practice was identified as artificial intelligence. I wrote that particular section. AI machine learning deals in large measure with developing systems that in some cases displace repetitive and routine tasks. We have not quite reached the point where we are at autonomous learning, systems that are self-aware and can self-learn. In fact, we may not have that for several years. However, we are beginning to see interesting examples that are surfacing in several institutions across the globe. Northwestern University has developed a sophisticated chat box integrated into their learning management system allowing students to query support any time of the day or night. It can direct students to a user guide. The third practice was identifying as analytics for student success. Broadly this topic deals with the tools and high impact practices that promote student success by way of instruments that measure data. Data includes MLS and being able to collate that data and generate characteristic profiles may provide a complete picture of the students and determine likelihood of succeeding or not succeeding in post-secondary colleges and universities. Five south African universities from working to collect and analysis student data and integrate it in institutional research. The fourth practice was identified as elevation of instructional design. This is a practice that has rapidly gained traction and the user experience takes center stage. This field of practice often includes the learning analytics, research, faculty mentoring and support. There is a developed open Simon toolkit. There's a reference to that in the report that makes a variety of learning tools freely accessible to anyone at any campus. Colorado State has developed the C-Alt to help students make modifications to their learning behaviors and patterns. The fifth element of the six is best practices open educational resources. While not necessarily new to many of our campuses, it is becoming increasingly important. We are a global phenomenon to provide educational resources at free or reduced costs. Some excellent examples included universities developing accessible indexes. George Mason University has an excellent example. At a lab in South America, toys are being developed to help students learn the basics of geometry, physics and other disciplines. Finally, the last area or last domain that surfaces was XR, AR and VR. This is showing wide diversity of technologies. However, higher education does not necessarily lean into this technology. Often specialized labs or venues are created to showcase this technology. Examples include a university in the Netherlands which enables medical students to gain more confidence. North Carolina State University added graphics to textbooks. Hopefully you will have a chance to revisit the report and take a look at the exemplars. I encourage people to do a deep dive into those. And with that, I would like to

turn it back over to Malcolm.

>> Malcolm: Thank you, Rob. And our third commentator is Chris Brooks who is director of research at EDUCAUSE. Over to you now.

>> Chris: Thank you. I will take Rob's cue and make sure the mic check is okay.

>> Malcolm: You are fine.

>> Chris: Thank you everyone for coming today and good afternoon or morning if it is still the case there. I wanted to offer briefly five sets of thoughts and comments about the methodology and some of the features we have in this new Horizon Report. First thing that I want to highlight is that in our attempt to take a futures approach to gathering data and to craft the report, we relied upon the institute for futures approach to gathering signals from our panelists. And those signals included a variety of things from research or headlines in the news that looked like they might be pointing to developments that could turn into something down the road. Those signals themselves then became the basis of the trends that we report on in the report. The thing I want to highlight about the development of those signals and trends is that they were generated entirely by the panelists themselves that we invited to this. We did not want to sort of prepopulate the reading agenda or items folks had to consider as they were discussing signals and trends and we wanted to do that in order to avoid any bias. All of the data you see that comes in the form of trends and the technologies and practices, that all comes from the panelists themselves. So, it really takes advantage of their expertise and their knowledge of what is on the ground and all of the various context in which they might be working. The second thing that I will highlight is that we really worked hard to gather the data and to sort of distill it down in a very iterative process that involved each panelist basically having one vote on the cycles that we engaged in. That's the process that we used in order to whittle down the results and allow the things that seemed to matter and to be the most important to rise to the top for the trends that we observed across the five categories that Malcolm mentioned as well as the six techs and practices we talked about. Also, to avoid stacking the deck for pet projects or favorites that might be present among the panelists. One of the things that we developed that I really like are the dimensions of adoption that Malcolm noted before. Those were intended to be sort of at a glance evaluations or cost, the learning impact and support for equity and inclusion. Those were in a conversation where we were thinking about video games and the way in which one can quickly assess the quality of a player or the power of a weapon one might be choosing in a video game. Thinking of speed, agility or strength and distance and accuracy. Having that there for you is meant to provide that quick glance to understand the context of the particular trend or technology or to even make comparisons really quickly across all six of them. Just so that you know, those are not arbitrarily derived. Those are based on a survey and data collected from the panelists themselves who identified those as the major techs and practices. The fourth thing I will point out is the scenarios are probably -- were probably one of the most difficult but one of the most rewarding parts of the project to put together. These are what the institute refers to as forecasts and we really tried, of course, to steer clear of using language that was around predictions. So, they are not meant to be predictions of what is going to happen in the next ten years. But are actually meant to be forecasts that are constrained by those four types of growth, constraint, collapse and transformation. And the data we used behind those were, in fact, the signals and the trends that the Panelists provided for us -- panelists provided for us.

We used those data as thinking about a springboard to paint a picture of what the -- picture of what the future might be like based on those possibly scenarios. It is something of science fiction writing, if you will. Taking what we know on the ground and engage in a thought exercise of what happened if these different trends and signals play themselves out over the course of the next decade. The last thing I will mention and I will hand it over is to refer to the implication essays that appear near the end of the report. I just want to point out that even though they come from different perspectives involving perspectives from different countries and different institution types as well as a corporate perspective, these are not intended to be definitive or to be a general representation of those particular places or types of institutions. The authors that we had writing them evaluated the signals, trends, techs and practices from their own particular vantage point, consulted with others within their sphere and authored them as one of many possible responses to the trends, techs and practices that we collected for them together. So, in that sense, they are not meant to be sort of the definitive answer and sort of the singular voice for any one of those particular categories but are meant to be conversation starters within those groups in order to think about the ways in which it does or doesn't work for those categories, depending upon who might be using them at the time. In that sense, I think we are kind of living into the idea of the Horizon Report not being a singular sort of predictive task, but being something that is a plurality of futures. I will kick it back to Malcolm.

>> Malcolm: Thank you, Chris. That concludes our round of commentators on the report. I will hand things back over to Susan, our moderator to take us into discussion. Susan, take it away.

>> Susan: Thank you very much, Malcolm. Please do, if you have got questions for the participants, type them in chat. We would love to get your questions. And for those who were panelists, we would love to learn a little bit more about your experience as panelists. We are starting to convene the Horizon panel for the 2021 Horizon Report right now and we are going to look to have it be -- continue to be a diverse panel of people from across the world and from all different kinds of institutions and regions. Here's a question for you, Tanya. I may be turning your comment into a question, if that's okay. You said that you were previously on the I.T. issues emerging tech and Horizon Report panel and similar methods were used. Methods could be richer but it gets pricey. What thoughts do you have about richer methods?

>> Tanya: I think it is so funny for those of us in the audience and it is like this with any research study too. Everyone's got a hundred ideas. Did you look at graduate and undergraduate? Did you look at this type of institution, that type of institution? There's a million ways we want to cut the data and there's a million things that we want to look at. But we always are limited by our scope and our budget. And conducting my own authorities with OLC, online learning consortium, you are very limited by your budget and the resources you have to try to produce something to help the community. And being involved previously in EDUCAUSE's I.T. issues and the emerging tech as well as previously involved in the making of the Horizon Report when it was with the medium consortium, all of these use different methodologies. You try to identify a diversity of individuals that represent the communities that can come together and develop this work for everyone. And so, I think there's lots of ideas and ways for us expand this. We need to remember there's not an extensive amount of investment or funding for these sorts of things. So, I appreciate making so much happen but on pretty much a shoestring that so many of us can use. It is all of us at our institutions try to do something like this to replicate this model that would be awesome. It also would be totally impractical. So appreciate the effort.

>> Susan: Great. Thank you. Thank you so much. I have got a question for you, Rob, if you don't mind if I put you on the spot a bit. When we did the initial poll, I can't remember the exact percentage. But quite a good proportion of the respondents indicated one of the ways in which they used the Horizon Report is they share it with institutional leadership. And of course, we know that there's just never been a time when college Presidents, provosts and other people in leadership positions are more interested in using technology to address the institution's strategic priorities. So, I would love to know what your thoughts might be and perhaps your experience about using the Horizon Report at Emporia State to start conversations and exploration with campus leadership.

>> Rob: Thank you, Susan. Yeah, we definitely actualize the report as much as possible. In cases, we shadow some of the excellent research models that have been developed by EDUCAUSE to do some of our own internal institutional data collection for both student and faculty populations alike. You're right, sometimes our leadership doesn't have time to really do a deep dive into these types of reports and to really sort of marinate in what it is trying to tell them. I think that the advantage the Horizon Report has, one of the big advantages I think it's a read, if you will, if I may, that I think most, even non-technical people can get their head around because of the way it is drafted, written and improved. I think it kind of appeals to multiple audiences. There's really nothing that is super highly technical that people are going to become awash in all of this jargon. I think it is very digestible for most people who are not technical. But we definitely try and shadow that report and we try and use that to inform a lot of our decision making on campus as it relates to doing some projection, where we think we will be in five years, and where our sister institutions are going to be. I'm encouraged by the fact that with the revisitation of the report this year that is less of a prognostication tool. I think we would get more utility out of it being -- this is the heartbeat of where other campuses are at. This is where they see themselves right now and the things are kind of looking out for. For those reasons, I think it is going to be a very valuable tool for us.

>> Susan: Thank you so much. That's really helpful, Rob. A question for one of the EDUCAUSE staff. Maybe Malcolm or Christopher. One of the folks, Ray, asked about whether or not there are any plans to open communities of inquiry for Horizon Report focus discussions? And that might be a slack channel for pedagogical or any other plans to start a community discussion and dialogue on an ongoing basis on some of these discussions? Malcolm or Christopher, do you have any thoughts about that?

>> Malcolm: I will go in first and Chris, if you want to add anything, please go ahead. I think it is a great idea. One of the things that was kind of interesting in producing the 2020 report is we were inventing a new methodology. And sometimes it is the most time consuming and most difficult. So, as we now begin to gather some momentum behind this new approach and look ahead to 2021, I think building those community of practices is a great idea of a way of trying to extend the conversations around this. So, I would say that for 2021, we will be looking at that notion very carefully.

>> Susan: That is great. Thank you. And here's a question for Tanya or Rob. And that question is, what do people think are the biggest obstacles to institutions being able to adopt some of these technologies? And I can't remember -- oh yes. Norman asked this question. Norman is particularly interested in AI and analytics. So, Tanya or Rob, would you like to take that?

>> Rob: Well --

>> Tanya: Go ahead, Rob.

>> Rob: Sorry. Didn't mean to talk over the top of you.

>> Susan: How about if we start with Rob and then Tanya, I'm sure you will have something to add as well. It would be great to hear.

>> Rob: It is a great question. It really is. I think that every institution has various impediments, things that I think that are friction points where, you know, it is difficult to sort of get some of these technologies on your various institutions. It could be anything from faculty resistance which is one of the ones that emerges. It is a common denominator on our campuses. It is tough to overcome. With respect to AI specifically with that question, one of the things that I thought -- as I was doing some of the investigation and research in my writing, my section, and I have heard the echoed throughout the communities with which I interact is that there is a little bit of a concern, might be a little bit of a harsh word to use. But there's some trepidation about where AI -- where do we draw the line with respect to how -- if it is going to start to encroach on our personal lives and our privatization and there's a little bit of concern circulating I think with respect to some of these technologies that are arguably a bit invasive. You could argue that both ways. But how much do you expose these systems to these types of artificial intelligences and how much data do you want to surface. And who owns that data? Where does it live and what are they doing with it and all those sorts of things? I'm seeing that among the faculty population. I'm seeing those types of conversations swirling in that area. We had this discussion among Malcolm and others on the report. Tanya, I will turn it over to you and you could maybe follow up on that.

>> Tanya: Yeah. [Indiscernible]. A lot of them we have been discussing in the chat. We could talk about the lack of financial and human infrastructure to facilitate emerging technologies and practices. A lot of - - again, back to the trends or the structures concerning us in higher Ed, the changes in the financial situation for lots of folks as well as changes in policy nationally and those sorts of things can really constrain us from doing anything innovative or new. There's a big push -- and I think that's where we see some increase in AI and analytics more towards student success and more in the student services and student affairs side. So, we are seeing more use in identifying more efficient pathways, using analytics and there's loot -- lots of didn't companies that will take your data and help you develop intervention. For me, more isn't happening is because we don't actually have solid evidence that has been replicated across institutions that AI or analytics is actually moving the needle on student outcomes. And so, in we are going to identify the futures of the technology and where they are going to lead to the greatest impact in our institutions and we can replicate those models showing we are moving the needle for all students, it is going to continue to not move forward. And the problem is we're in a time where we are spending money on Band-Aids to our success and access problems and we need to move back to what education is about and starting in research in identifying what works and diffusing and scaling out those models. I will now get off my soap box. [Laughter]

>> Susan: But, you know, you offer some really, really great and important advice, Tanya. And so, thank you. And thank you, Rob, also. Well, we have got another question coming in and that is, what advice could you give on ensuring that in adopting -- in bringing the Horizon Report to our institutions that we bring it in a way that aligns with management's vision? So, what advice would you have about introducing the Horizon Report to the institution in a way that is consummate with the leadership vision? Would anybody like to take that one?

>> Malcolm: This is Malcolm. I will take the first ones and I will invite my colleagues to jump in. Just a couple of things quickly come to mind. First, make it clear that points we were emphasizing early in the webinar, that it is not a depository of answers to problems. It is just a bunch of resources to help us generate and jump start or thinking. But if I were doing this, I would look to the resources in the Horizon Report and other resources that we have available and see which ones or aspects speak most specifically to the priorities of the stakeholders. It could be existing priorities or knowing they have a problem in trying to use selected content of the Horizon Report and think of a way to address those challenges.

>> Susan: Thank you. And Tanya, I noticed that you made a needn't that you replied directly in the chat and you encouraged adaptive learning and do you want to say a little bit more about the institutions that are seeing great data in findings?

>> Tanya: Sure. You know, I think in looking at what are the big problems that we're trying to solve, every institution in the country is trying to figure out how to increase success in math and science courses, for example. We have seen a lot of really great data from the University of Central Florida, Arizona State University, and I know Nicole Weber is on the webinar here today. We are seeing actually results and impact on student outcomes and solutions that could be scaled. So, if you are trying -- our courses were our least successful courses at the university. Highest failure right. And those sorts of -- you should be looking at what are you least successful courses on your campus. Why aren't students enrolling or why are they dropping out and what are sorts of things like -- you know, if you have an issue with your math classes, then you should be looking to implement adaptive learning. If you have low-income first generation students like I was myself who can't afford textbooks, I think almost every post-secondary institution in the country should have already implemented OER or looking to scale it across their campus. And so, I think those are two key ones we have seen foundations and the government invest a lot of money in forwarding these. I think those will two things that can definitely help us align with institutional goals we have. But you can't just throw those out there. You have to have appropriate faculty development and instructional improvement services.

>> Susan: Quickly, Malcolm. We had a lot of exemplar projects this year, didn't we? Do you just want to end our comments before we finish the webinar telling us a little bit about those exemplar projects?

>> Malcolm: Sure. I would be happy to, Susan. As I mentioned in the chat earlier, it was just kind of an explosion. We usually got about 80 or 90 and we got over 200. Seeing the percentage of that chunk in the various six is instructive. The biggest section by far was OER, which are a little bit surprising. We had 73. What I learned from that in particular was how important OER is globally. It has global momentum behind it. Another one is analytics, which we got about 21. That one wasn't as quite as developed. The

one on instructional design had about 47. AI had about 11 or 12. So, all of these percentages of this 200 plus indicate how progressed some of these are in the higher ed community.

>> Susan: That is great. I remember the early days of OER. We have come a long way. It is we have. Now we will end this webinar and thank you formally so have, very much for joining us. On behalf of EDUCAUSE and our speakers, this is Susan Grajek, and I thank all of you for Joins us today. Before you sign off, click on that session evaluation link. Tanya was talking about the importance of data and data is very important to us to get your feedback on how this session went. So, please do click on the link from Heather just now. Your comments are so important. As I said at the beginning, today's session, recording and resources will be posted to the Horizon Report 2020 page. Please feel free to share these with your colleagues. On behalf of EDUCAUSE, this is Susan Grajek, thanks for joining us for today's EDUCAUSE webinar.

[End of Webinar]