**IV. Tools to create and share content across classes**

Introduce the recommendation in 1- 2 paragraphs. Explain the Idea, technology, process, etc. you’re recommending. Explain why this idea fits in your thrust area. List other thrust areas that would overlap with this recommendation.

*IV.A. Examples from Outside Organizations*

Give examples from outside organizations in 1-3 paragraphs. Links and citations are useful. Pictures or figures should go in this section. Please no more than one per recommendation.

*IV.B. Pros and Cons*

Pros:

* Reduced duplication as communication does not need to be “sent” to everyone involved
* Communication can be organized by “channels” centered around specific interest areas or decisions
* Can integrate voice, text, video, images, and files into every communication stream
* Communication streams can be stored and searched (students can learn from previous classes)
* Easy to integrate new members to the communication stream

Cons:

* Explain hurdles to pursuing recommendation (e.g. financial constraints, length of time, authority we would need to get, etc). Make sure to address *scope*, *impact*, and *cost* in this section

Several trends have emerged with respect to education delivery and are driving the development of newer e-learning technologies. Of the most commonly cited trends, those like to have the greatest impact on technical education are listed below.

* **Distance is becoming less important** – e-learning technologies will drive the creation of new content toward a “distance first” mindset. The idea being that if a student 1000 miles away can learn using an instructor’s course content – so can a student 5 feet away.

* **Integration of data analytics** – A major driving force behind developing future course content will be the ability to integrate assessments that feed data back to instructor. This data can then be used use identify which students are struggling or how the content could be presented more clearly. Finally, data will also be used to alter the rate at which new ideas are introduced if students are struggling – essentially a choose your own adventure course.
* **Microlearning** – AFIT has already created several certificate programs that fall in-line with this trend of delivering smaller packages of focused content. This will continue as users want to learn about specific concepts without necessarily going through a full course. Most courses can already be thought of as a set of modules delivered in a particular sequence. Microlearning is the idea that students can enter a course at a specific module, rather than just at the beginning.
* **Interdisciplinary learning** – Traditionally, most courses present engineering or mathematical concepts and may provide short tutorial on how to use a computer program to implement the methods. To learn more advanced programming skills, students would take another course and then try to merge what they had learned. This connection will become tighter.
* As a final note, I recently attended a talk at the world’s largest education technology conference where the IT leaders from the California university system provided insights on delivering cloud-based tools to their respective schools. During the talk the presenters polled the eighty or so attendees on what types of cloud based tools were available at their school. For the last question, the presenters asked attendees to raise their hand if their school provided no cloud based tools. It was very instructive to see AFIT was the only school represented at this talk for which this was the case.