

CONNECTED CONVERSATIONS INSTRUCTIONS

This card deck is designed for you and your team to explore broader and connected implications around artifacts from the future. See below for suggested game guidelines to play at the advanced level.

I. Select an Artifact of the Future

Have each team member team pick an artifact they would like to explore. If you can also create mini-teams to explore artifacts together if there are more team members than artifacts.



II. Draw Stakeholder Card(s)

Stakeholders Cards are designed to explore how an artifact of the future may impact a learner, an educator, a learning institution, and/or an administrator. Pick multiple stakeholders to focus on.



III. Pick Area of Impact Card(s)

These cards have question prompts designed to help you think through broader implications for different areas within higher education. The six categories include programming, assessment, teaching and learning, credentialling, and general. Blank cards have been included for you to include your own category question to explore. Pick card(s) from each category to help enable a wide ranging conversation with your team.



IV. Fill out the worksheet

Once you have finished finished parts I, II, III, and selected your cards, you can populate the worksheet. Once you have populated the sheet you are ready to play!

CONNECTED CONVERSATIONS WORKSHEET

1- CHOOSE ARTIFACT(S) TO EXPLORE



Place your chosen artifact(s)
here

2- CHOOSE STAKEHOLDER AND AREA OF IMPACT CARD(S). You can pick as many stakeholder and/or area of impact cards as you wish. These cards can be found on the next two pages.

Paste your chosen card (s) here

CONSIDER THE FOLLOWING EXAMPLE



IMPLICATION: Institutions might be competing for a network of partners that allow them to connect diverse learning experiences, like travel agencies, immigration agencies, sports leagues, museums, etc.

IMPLICATION: Maybe postsecondary institutions become "trusted verifiers" for specific skills and other organizations are hiring them (revenue stream) to design the automated verification prompts of the experiences they offer. For example, the Art Gallery of Ontario hires OCAD University to design automated verifications for "contemporary art criticism"

IMPLICATION: Maybe geolocation and augmented reality technologies might be essential on people's devices, as they can automatically prompt them questions and gamified tasks to complete after, for example, completing a trip, to validate the skills learned.

STAKEHOLDERS CARD DECK



LEARNER

In a future where this technology exists...

how might the learner experience change?

In a future where this technology exists...

how might learner expectations change?

In a future where this technology exists...

what does it mean for the learner - educator dynamic?

In a future where this technology exists...

what does it mean for how learners might interact with each other?



EDUCATOR

In a future where this technology exists...

how might the role of educator change?

In a future where this technology exists...

what does it mean for educators and learners getting to know one other?

In a future where this technology exists...

how could jobs be created at the learning institution?

In a future where this technology exists...

what types of assessments should be used?



LEARNING
INSTITUTION

In a future where this technology exists...

how might the role of a learning institution change?

In a future where this technology exists...

how might the expectations of learning institutions change?

In a future where this technology exists...

how might contracts and collective agreements be affected?

In a future where this technology exists...

how could the funding model of the learning institution change?



ADMINISTRATOR

In a future where this technology exists...

how might the expectations for the administrator change?

In a future where this technology exists...

how might the expectations for education governance change?

In a future where this technology exists...

what does it mean for leadership?

In a future where this technology exists...

how might it change what an effective learning institution looks like?

AREAS OF IMPACT CARD DECK

PROGRAMMING AND CURRICULUM

How might this technology inform and/or change the types of programs offered at a learning institution and why?

How might this change learner expectations about what is included in programs and how they are structured?

How might this technology empower a wider range of learning styles in learning programs?

How might technology transform the professional roles involved in programming and curriculum?

Create your own question here!

ASSESSMENT

From your view today, how you think assessments of student progress may change as result of this technology?

What types of feedback may be prioritized between learner and educator?

What would a "report card/transcript" look like?

How might what we assess change and why?

Create your own question here!

TEACHING AND LEARNING

How might the expectations change for teaching and/or learning?

How does the teaching and learning roles change?

How might this shift what teaching and learning prioritize?

How might this support different types of learner abilities and styles?

Create your own question here!

CREDENTIALS

How might the meaning of what a credential is change?

How does this shift the value of a credential inside and outside of a learning institution?

How might this shift what it takes to obtain a credential?

What might this support different types of learners in obtaining credentialing?

Create your own question here!

GENERAL

What questions are coming up for you and why?

What most concerns you and why?

What most excites you and why?

Are there aspects of this technology that you see existing prior to 2033?

Create your own question here!