The Classroom of the Future Meets the Workforce of the Future

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Abstract:

The current digital revolution in education is forecast to bring about huge changes in how, when, where, and what academics in Universities teach over the coming decade. But what impact will this have on the future roles performed by teaching academics? Will digital technology and associated automation result in more challenging and rewarding academic teaching roles, or will we see teaching roles emerge that are simplified and standardised, which provide for less personal control by academics, and fewer opportunities for academics to engage directly and meaningfully with students in their learning journey?

History teaches us that there are important choices to be made when it comes to designing work around the emergence of new technologies. If we are to realise the exciting potential of digital technology to improve educational outcomes for students, as well as the potential of university teaching work to provide a hugely rich and rewarding experience for those who perform it, then we need to actively design work roles that jointly optimise both these potentials.

In this interactive session, I draw on research into work design in order to guide discussion on the criteria that need to guide us in thinking about how we should approach designing work roles for the workforce of the future in the classrooms of the future.

Professor John Cordery