KEYNOTE 1
"GRAND CHALLENGES" RAISED BY THE CURRENT REVOLUTION IN HIGHER LEARNING

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Once again, higher learning is undergoing a transformation, one foreshadowed by two earlier revolutions in higher learning: 1) a first revolution triggered by the growing use of reading and writing, and 2) a second, organizational revolution that occurred when scholars and students began studying together in organized universities.

There are startling parallels. The gains of each revolution were similar, and were purchased at similar costs. Perhaps that's because in each revolution the reach of scholars to students, colleagues and resources has grown, changing the character of education. The temporal dimension of the learning process has changed each time as well.

Dr. Ehrmann will begin by asking us to share our own observations about those earlier gains and losses, and the degree to which they do or do not resemble those already visible from the digital revolution. Of course the 'final' shape of the Third Revolution is not yet clear. That will depend on how inventive and determined we are in the face of certain challenges raised by the unfolding transformation. In the second half of this session, Dr. Ehrmann will describe several of those R&D challenges and ask us to share our observations and suggestions about what we need to do next.

You will get more from this session if you can do two pieces of homework first:

1. Read two companion articles by Steve Ehrmann, each published in September 1999: one in *Educom Review* and the other in *Academe*. Drafts of these two articles are on the Web at: http://www.tltgroup.org/resources/varticles.html

2. Discuss with colleagues whether higher learning really is beginning to reorganize and, if so, what R&D priorities these trends suggest – especially R&D about how to organize education so that it can be more humane, equitable, effective, and efficient in the face of current demands for who must learn, what they need to learn, and the money available to teach them.